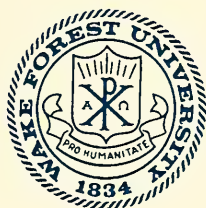

Wake Forest University

The Undergraduate Schools



1993-94

Bulletin of Wake Forest University

New Series

June 1993

Volume 88, Number 3

Wake Forest College

and

The School of Business and Accountancy

The Undergraduate Schools
of Wake Forest University

Announcements for
1993-94

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The Academic Calendar

Fall Semester 1993

August 26	Thursday	Residence halls open at 8:00 a.m. for first-year and transfer students
August 26-30	Thursday-Monday	Orientation for first-year and transfer students
August 28	Saturday	Registration for first-year, transfer, and readmitted students, 2:00-5:00 p.m. Residence halls open noon-6:00 p.m. for returning students
August 29	Sunday	Residence halls open noon-6:00 p.m. for returning students
August 30	Monday	Validation/registration for returning students
August 31	Tuesday	Classes begin
September 2	Thursday	Opening Convocation*
September 13	Monday	Last day to add courses
September 27	Monday	Last day to drop courses
October 22	Friday	Midterm grades due
November 19	Friday	All residence halls close at 7:00 p.m.
November 20-28	Saturday-Sunday	Thanksgiving recess
November 29	Monday	Classes resume
December 10	Friday	Classes end
December 11	Saturday	Examinations (afternoon only)
December 13-18	Monday-Saturday	Examinations
December 18	Saturday	All residence halls close at 7:00 p.m.
Dec. 19-Jan. 12	Sunday-Wednesday	Christmas recess

Spring Semester 1994

January 13	Thursday	Residence halls open at noon
January 14	Friday	Validation of registration for all students
January 17	Monday	Martin Luther King Jr. Day—no classes
January 18	Tuesday	Classes begin
January 31	Monday	Last day to add courses
February	(Date to be announced)	Founders' Day Convocation
February 14	Monday	Last day to drop courses
March 4	Friday	Midterm grades due All residence halls close at 7:00 p.m.
March 5-13	Saturday-Sunday	Spring recess
March 14	Monday	Classes resume
April 29	Friday	Classes end
April 30	Saturday	Examinations (afternoon only)
May 2-7	Monday-Saturday	Examinations
May 15	Sunday	Baccalaureate
May 16	Monday	Commencement

*Subject to change

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The University

Wake Forest University is characterized by its devotion to liberal learning and professional preparation for men and women, its strong sense of community and fellowship, and its encouragement of free inquiry and expression.

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in Wake County, North Carolina, on the plantation of Calvin Jones, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year, the school was moved from the town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine. In 1942, Wake Forest admitted women as regular undergraduate students.

A School of Business Administration was established in 1948. In 1969, the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980, the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy. The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Hawthorne campuses in Winston-Salem.

In 1946, the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College to Winston-Salem. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956, the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956, the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary.

In 1967, the College's augmented character was recognized by the change in name to Wake Forest University. Today, enrollment in all schools of the University stands at over 5,000. Governance remains in the hands of the board of trustees, and development for each of the six schools of the University is augmented by advisory boards of visitors. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the medical school.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance.

The College, School of Business and Accountancy, Babcock Graduate School of Management, School of Law, and the Graduate School are located on the Reynolda Campus in northwest Winston-Salem. The Bowman Gray School of Medicine is about

four miles away, near the city's downtown, on what is known as the Hawthorne Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The School of Business and Accountancy offers courses of study leading to the baccalaureate in business and accountancy. The School of Law offers the juris doctor degree and the Babcock Graduate School of Management, the master of business administration degree. In addition to the doctor of medicine degree, the Bowman Gray School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in the basic medical sciences. The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn Estate, an educational conference center, is nearby.

Wait Chapel, named in memory of the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlisle Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Religion, the offices of the University chaplaincy and the Wake Forest Baptist Church, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus as well as the Computer and Micro-computer Centers. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, with a capacity for over 1,000,000 volumes, it has reading and reference rooms for study and some academic offices. *Carswell Hall* houses the Departments of Economics, Sociology and Speech Communication.

Winston Hall houses biology and psychology; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* is a new facility for the physics department. *Harold W. Tribble Hall* accommodates primarily humanities departments, and has seminar rooms, a philosophy library, and a larger lecture area, *DeTamble Auditorium*. The *Museum of Anthropology* houses the anthropology department. The School of Business and Accountancy and the Department of Mathematics and Computer Science are in the *Charles H. Babcock Hall*.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theater, musical and dance performances, and instruction in art history, drama, and music. Off its lobby is a large gallery for special exhibitions. In the

art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theater wing are design and production areas and two technically complete theaters, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The new *Worrell Professional Center for Law and Management* houses the School of Law and Babcock Graduate School of Management under one roof.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and sport science, courts for indoor sports, a swimming pool, and offices for the Departments of Health and Sport Science and Military Science. Adjacent are tennis courts, sports fields, the *Campus Stadium*, an *Indoor Tennis Center*, and the *Athletic Center* for intercollegiate athletics.

The Wake Forest campus has a wide variety of housing choices available to students. There is one residence hall which houses only male students: *Taylor House*. Three residence halls house only female students: *Bostwick*, *Babcock*, and *Efird Halls*. *Davis House*, *Huffman House*, *Johnson Hall*, *Kitchin House*, *Luter Hall*, *Palmer Hall*, *Piccolo Hall*, *Poteat House*, and *South Hall* are coeducational by floor or wing. First-year students live in *Bostwick*, *Davis*, *Huffman*, *Johnson*, *Kitchin*, *South*, and *Taylor*. Upper class students may choose to live in one of a variety of theme houses including the *Fine Arts House*, *French House*, *German House*, *International Studies House*, *Italian House*, *Nia House*, *Russian House*, *WAKE Radio House*, and *Wesley Houses*, or others which are currently being developed. Student housing also is available in the townhouse apartments and several small houses owned by the University. On the edge of the main campus are apartments for faculty and staff as well as graduate and married students.

Computer Center

The Computer Center supports University instruction, research, and administrative needs. The University has three mainframe computers. A Hewlett-Packard series 3000/948, used by the administration, has 128 million bytes of memory and 5.6 billion bytes of disk storage. Academic and library computing use two Hewlett-Packard series 9000/852 computers. These systems currently offer 192 million bytes of memory and ten billion bytes of disk storage. The latter two computers are available twenty-four hours a day from terminals in the library, by dial-in modems, from Macintoshes in the microcomputer labs, and across the campus network.

All students on the Reynolda Campus are given a login ID on the academic computer, and the login is maintained as long as the student is enrolled. This single account provides students access to electronic mail, programming languages, and software packages. There is no charge to students for computing either on the mainframe or in the microcomputer labs.

Computer languages available include FORTRAN77, COBOL 85, Pascal and C. Statistical packages such as SPSSX, BMDP, SAS, and Minitab can be used for data analysis, forecasting, and financial modeling. Maple, a symbolic algebra package, is a new addition to the software. DISSPLA, a powerful graphics package, is available on the mainframe.

A graphics workstation offers a DOS-based computer and a Macintosh, along with a scanner, Polaroid Bravo slidemaker, and a six-pen plotter. Software available includes HARVARD GRAPHICS, LOTUS 1-2-3, Aldus FreeHand and Persuasion, Digital Darkroom, Microsoft Word, Word Perfect, and SIMSCRIPT/SIMGRAPH, simulation and modeling software. Output can also be sent to a laser printer.

Many departments on campus have their own computing resources in addition to those available through the Computer Center. For example, Physics and Chemistry share two Convex mini-supercomputers, and those departments and Mathematics and Computer Science have Sun workstations. The School of Business and Accountancy and the Department of Education have their own microcomputer labs.

Wake Forest has access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is a member of EDUCOM, a national consortium of colleges and universities concerned with computing issues.

Wake Forest belongs to the Internet, an international network used to send electronic mail, as well as log on and transfer files to and from remote computers. Wake Forest has access to a CRAY supercomputer through the Microelectronics Center in the Research Triangle.

There are seven microcomputer labs available for general student use. Each lab contains a mixture of Macintosh and IBM-compatible computers. The labs are networked together and with the Computer Center. Each lab has two dot-matrix printers and a letter-quality printer. Students in the lab also can print to laser printers in the Computer Center and in the Student Union. Four of the labs, in Luter, Poteat, Wingate, and the area between Johnson and Bostwick residence halls, are open on a 24-hour basis through a card-entry system. The library lab is available during library hours and the Benson lab during Benson hours. The Davis lab is staffed with assistants, and is open twelve hours a day. The Computer Center has student assistants staffing a telephone help line. Software available in the labs includes DeltaGraph, HyperCard, MacPaint, MacWrite II, Microsoft Word, NCSA Telnet, and Word Perfect. There is a software library from which students may copy shareware and freeware.

Microcomputer Center.....

The Microcomputer Center provides sales and service of personal computers, peripherals and software to full-time students, faculty, and staff. Wake Forest has educational and volume discount contracts with Apple Computer, Gateway Computer Systems, and a variety of peripheral and software vendors. Sales consultants are available to assist with the selection and purchase of systems.

The Microcomputer Center is an authorized warranty repair center for Apple and Zenith products purchased through the University. The technical staff provides assistance with installation and service questions, and performs on-campus maintenance of equipment purchased from the University.

Communications Services

Communications Services provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided as part of the housing package. Students who wish to place long distance calls over the University network can apply for services at the Telecommunications Department located in Room 23, Reynolda Hall.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 2 is the Wake Forest University information channel, providing information and a calendar of campus events. WAKE Radio, a student-run station, provides background music for this channel. Channel 17 carries SCOLA, which provides domestic and foreign educational programming.

Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries and rank among the top schools in the Southeast in library expenditures per student.

Facilities in the Z. Smith Reynolds Library, which have recently been augmented by an addition, include an Information Technology Center with multimedia viewing and editing and a Macintosh lab for student use. All-night study rooms are available to students with a key-card. Group study rooms are provided for student use. A new Professional Center Library, combining the Law Library and the Babcock Management Library, is housed in the Worrell Professional Center, which opened in 1993.

The libraries share an online catalog which may be consulted at terminals in the buildings, from the campus network or remotely through a modem. The Reference Department of the Z. Smith Reynolds Library provides a complete range of reference services including online searching, tours, freshman orientation, presentation to individual classes, and assistance with directed and independent studies. Reference tools are available in electronic and print formats. Interlibrary loan service is available for Wake Forest students, faculty, and staff. Books, photocopies, and other materials may be borrowed from other libraries at no charge. The reference staff oversees the operation of a telefacsimile machine which sends and receives printed information.

The library collections total 1,188,534 volumes. Of these, 919,603 constitute the general collections in the Z. Smith Reynolds Library; 145,604 are in the new Professional Center Library; and 123,327 are in the Carpenter Library of the Bowman Gray School of Medicine. Subscriptions to 19,252 periodicals and serials, largely of scholarly content, are maintained at the three libraries of the University. The holdings of the Z. Smith Reynolds Library include 42,818 reels of microfilm, 1,283,569 pieces in other microformats, and 117,132 titles of United States government publications, as well as a growing collection of videotapes.

Special collections in the Reynolds Library include the Rare Books Collections and the Ethel Taylor Crittenden Baptist Historical Collection. The Rare Books collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among such collections are those of Mark Twain, Gertrude Stein, William Butler Yeats and T.S. Eliot. There is also an extensive Anglo-Irish literature collection. The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists as well as a collection of the personal papers of prominent ministers, educators and government officials. The Wake Forest College/University Archive is also maintained in this area.

Recognition and Accreditation

Wake Forest College was first accredited by the Southern Association of Colleges and Schools, the regional accrediting agency, in 1921. The reaccreditation of 1965 included the master's and doctoral degree programs in the Division of Graduate Studies. The University's accreditation was last reaffirmed in December 1987.

The Bowman Gray School of Medicine is a member of the Association of American Medical Colleges and is on the approved list of the Council on Medical Education of the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the School of Business and Accountancy are accredited by the American Assembly of Collegiate Schools of Business. The program in counseling leading to the master of arts in education degree is accredited by the National Council for the Accreditation of Teacher Education.

Wake Forest University is a member of many of the major institutional organizations and associations at the national, regional, and statewide levels, including the following: the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Southern Association of Colleges and Schools, the Southern Universities Conference, the Council of Southern Graduate Schools, the North Carolina Association of Colleges and Universities, and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

The Undergraduate Schools

There are two undergraduate schools at Wake Forest University: Wake Forest College and the School of Business and Accountancy. The undergraduate schools are governed by the board of trustees, the University administration, and by their respective

faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. Collaborating with the provost is the associate provost. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools. Collaborating with the undergraduate deans are three associate deans of the College and one assistant dean of the School of Business and Accountancy.



Wake Forest College

Wake Forest College is the undergraduate school of arts and sciences of Wake Forest University. It is the center of the University's academic life; through it, the University carries on the tradition of preparing men and women for personal enrichment, enlightened citizenship, and professional life.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Purpose

Following is the official statement of purpose of Wake Forest College.

Statement of Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist affiliation. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of six constituent parts: two undergraduate institutions, Wake Forest College and the School of Business and Accountancy; the Graduate School; and three professional schools: the School of Law, the Bowman Gray School of Medicine, and the Babcock Graduate School of Management. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values

embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. "Funded to a large extent from private sources of support, [Wake Forest] is determined to chart its own course in the pursuit of its goals. As a coeducational institution it seeks to 'educate together' persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic, and cultural. . . . Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. . . . As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots."

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and laypeople for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

History and Development

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

Chronological History of Wake Forest University

- 1834 Founded in the town of Wake Forest, N.C., as Wake Forest Manual Labor Institute in cooperation with the N.C. Baptist State Convention
- 1838 Named Wake Forest College
- 1894 School of Law established
- 1902 School of Medicine founded
- 1921 First summer session
- 1936 Approval of the School of Law by the American Bar Association
- 1941 Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital
- 1942 Women admitted as undergraduate students
- 1956 Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation
- 1961 Graduate studies instituted
- 1967 Became Wake Forest University
- 1969 Babcock Graduate School of Management established
- 1976 James R. Scales Fine Arts Center opened
- 1984 Sesquicentennial anniversary
- 1986 End of governing ties to the N.C. Baptist State Convention
- 1989 Olin Physical Laboratory opened
- 1990 Clifton L. Benson University Center opened
- 1992 Edwin Graves Wilson Wing of Z. Smith Reynolds Library dedicated
- 1993 Worrell Professional Center for Law and Management opened

Presidents of Wake Forest University

- | | |
|---------------------------------|-------------------------------|
| 1834 Samuel Wait | 1905 William Louis Poteat |
| 1845 William Hooper | 1927 Francis Pendleton Gaines |
| 1849 John Brown White | 1930 Thurman D. Kitchin |
| 1854 Washington Manly Wingate | 1950 Harold Wayland Tribble |
| 1879 Thomas Henderson Pritchard | 1967 James Ralph Scales |
| 1884 Charles Elisha Taylor | 1983 Thomas K. Hearn Jr. |

Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a freshman normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

All persons admitted are required to submit a health history, along with the results of a physical examination, certain laboratory tests, and immunization records to the director of the Student Health Service. If a person who has been accepted but has not yet enrolled has or develops a health problem which, in the judgment of the director of the health service, creates a danger to the safety and well-being of the student or others, that person may be required to delay matriculation until the problem is resolved.

North Carolina law and Wake Forest University require that all new, transfer, readmit, unclassified or visiting students submit proof of immunization against tetanus and diphtheria (Td), polio, rubeola, rubella, and mumps *before registration*. The student handbook has a detailed statement. A certificate from the student's high school, physician, or county health department director containing the approved dates is acceptable proof of immunization. The Student Health Service will furnish a form for this purpose. North Carolina law requires that students who do not submit proper proof of immunization within thirty days of enrollment cannot attend Wake Forest University until these immunizations have been documented.

Application

An application is secured from the Office of Admissions in person or by mail (Box 7305 Reynolda Station, Winston-Salem, North Carolina 27109). It should be completed and returned to that office no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned no later than

October 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the Scholastic Aptitude Test of the College Entrance Examination Board. Accompanying achievement tests are optional. All test scores should be sent directly to the University by Educational Testing Service. A \$25 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A \$200 admission deposit is required of all students accepted and must be sent to the Office of Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make the admission deposit within two weeks of notification. Deposits made after May 1 and November 1 are not refundable. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

An early decision plan is available to well-qualified high school students who decide, by the close of their junior year, to apply only to Wake Forest University. An early decision agreement is required with the application, which is sent to the Office of Admissions after completion of the junior year and not later than November 15 of the senior year. Along with the high school record, recommendations, and scores on the Scholastic Aptitude Test, at least one achievement test, especially in English composition, is strongly recommended.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all the natural science, foreign language, literature, and mathematics requirements of the secondary school. Decisions are based upon junior year grades and test scores; SATs and achievement tests taken in the fall of the senior year cannot be considered for early decision.

Early decision applicants with completed applications are notified of acceptance on a rolling basis and not later than December 1 for the fall semester, and the admission deposit is required by January 1. Applicants not admitted are asked to submit a senior year Scholastic Aptitude Test score and first semester senior year grade record, or are advised to apply elsewhere.

Admission of Handicapped Students

Wake Forest College will consider the application of any qualified student, regardless of handicap, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet

the same standards for graduation. Programs at Wake Forest are accessible to all of its students. The University will assist handicapped students in making arrangements to meet special needs. Students who seek further information should consult the Office of Admissions or the University's equal opportunity officer.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of the College Entrance Examination Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the freshman (second semester), sophomore, and junior classes. In recent years, such space has been very limited. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering freshmen must remove the entrance conditions during the first year at Wake Forest.

The writing of transfer students is evaluated during the orientation period each semester, and students whose writing is deficient are given a *composition condition*. For removal of a *composition condition* the student is required to take English 11 during the first semester for which he or she registers following the assignment of the cc. Removal of the deficiency is prerequisite to graduation.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

An admission deposit of \$200, which is applied toward tuition and fees for the semester for which the student has been accepted, is required to complete admission. Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

Tuition

	Per Semester	Per Year
Full-time (twelve or more credits)	\$6,500	\$13,000
Part-time	\$370 per credit	

Students should expect an average increase of about eight percent yearly in tuition. However, admittance to the undergraduate college is not based on financial resources. The University meets the demonstrated financial needs of all qualified students.

Students enrolled in the College or in the School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theater, and the health service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admissions to games and concerts, and publications by paying an activity fee of \$160 per semester.

Room Charges

	Per Semester	Per Year
Double occupancy	\$950	\$1,900

Most rooms available for first-year students are \$950 per semester. Other room rentals range from \$765 to \$1,235.

Food Services

A cafeteria and table service dining room are located in Reynolda Hall; there is a food court in the Benson University Center. Board plans are available which range from \$1,440 to \$2,350 per year. The format of these plans is a credit card system in which the student is charged only for the amount of food purchased at the time it is purchased. The plan may be used at any University food services facility, and it allows a great deal of flexibility for eating off campus.

Freshmen living in residence halls are required to participate in both the fall and spring semesters in one of the board plans.

Other Charges.....

Admission application fee of \$25 is required with each application for admission to cover the cost of processing and is nonrefundable.

Admission deposit of \$200 is required of each student entering for the first time or returning after a period of non-attendance and must be sent to the director of admissions. The deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Applied music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the controller's office. The fee for one credit per semester is \$110; for more than one credit per semester, \$175.

Hospital charges, made when the student is confined to the Student Health Service, are \$75 per day. Additional charges are made for medications, laboratory tests, and special supplies. Students must have hospital insurance. A group plan is available through the University for those not covered by a family plan. A \$2 charge is added to overdue bills.

Late registration fee of \$10 is charged to students registering after the dates set by the faculty.

Library fines are charged for lost books and for violation of other library regulations and are payable in the library.

A tuition deposit of \$200 is required, at a date set by the Office of the Controller, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is refunded if the controller is notified in writing prior to June 1 that the student will not return.

Room change fee of \$25 is charged for any unauthorized change.

Motor vehicle registration is \$60 and traffic fines are \$10 to \$50. All students operating a vehicle on campus (including student apartments, theme, and satellite houses) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus or the next business day. Proof of ownership must be presented when applying for vehicle registration. Fines are assessed against students violating parking regulations; copies of the violations are obtainable from the Office of Parking Management in the University security office.

Transcripts of a student's record are issued at a cost of \$2 each.

Refunds

During the academic year, all students, full-time and part-time, receive tuition refunds according to the following schedule. This policy applies to students dropping courses as well as those withdrawing. Withdrawals must be official and students must return their ID cards before claiming refunds. *There is no refund of room rent or parking decals that have been placed on vehicles.*

<i>Number of Weeks Attendance (Including first day of registration)</i>	<i>Percentage of Total Tuition to be Refunded</i>
1 week	Total tuition less \$200
2 weeks	75 percent
3 weeks	50 percent
4 weeks	25 percent

Fees for applied lessons in the Department of Music will be refunded on the following basis: If a student drops the course before the seventh lesson, the fee will be one-fourteenth the full semester's instruction fee times the number of lessons the student has had. There is no refund after the seventh lesson.

Housing

All unmarried first-year students are required to live in residence halls, except (1) when permission is given by the dean of student services for the student to live with parents or a relative in the Winston-Salem area or (2) by special arrangement when space is not available on campus or (3) if the student has lost residence hall space because of a room contract violation or disciplinary action. Fifth-year students and part-time students are ineligible for housing except when permitted to do so by the director of residence life and housing. Married students are not usually allowed to live in residence halls except when permitted to do so by the director of residence life and housing. Residence halls and apartments are supervised by the director of residence life and housing, associate directors of residence life and housing, assistant directors of residence life and housing, and residence hall directors.

The charges for residence hall rooms for 1993-94 will range from approximately \$1,530 per year for a triple room to \$2,470 for a single room in an air-conditioned building. These rates will vary depending upon the building to which a student is assigned.

Academic Calendar

The academic calendar of the College and the School of Business and Accountancy includes a fall semester ending before Christmas, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A four-day orientation period for new students in the College precedes registration for the fall semester. A faculty adviser and an upperclass student provide guidance during and between registration periods throughout the student's freshman and sophomore years. Advisers meet with students both individually and in small groups. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major in a field of study toward the end of the

sophomore year. At that time, a new adviser is assigned from the department or departments concerned.

Registration

A registration period for all students in the College and the School of Business and Accountancy opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the controller, (2) obtaining a summary of prior record from the registrar, (3) consultation with the academic adviser, and (4) sectioning into courses. In certain semesters, part of the process is accomplished ahead of time through preregistration.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College and the School of Business and Accountancy have a value of four credits, but others vary from one credit to five. The normal load for a full-time student is eighteen credits per semester, with a maximum of twenty permitted on registration day. A student wishing to register for more than twenty credits per semester must seek the permission of the appropriate dean or the Committee on Academic Affairs after registration day.

Twelve credits per semester constitute minimum full-time registration. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes for at least fourteen credits each semester. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student may not register for fewer than twelve credits without specific permission from the Committee on Academic Affairs to register as a part-time student.

A full-time student in the fall semester of any year may not be a part-time student in the spring semester immediately following. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status is not eligible for a tuition refund.

The requirements for classification after the freshman year are as follows: sophomore—the removal of all entrance conditions and the completion of no fewer than 29 credits toward a degree, with a minimum of 58 grade points; junior—the completion of no fewer than 60 credits toward a degree, with a minimum of 120 grade points; senior—no fewer than 108 credits toward a degree, with a minimum of 216 grade points.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of

absence or lateness may be referred by the instructor to the dean of the College or to the dean of the School of Business and Accountancy for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the School of Business and Accountancy.

The Office of the Dean of the College maintains a list of students who have missed class while acting as duly authorized representatives of the College. Such absences are considered excused and a record of them is available to the student's instructors upon request. The instructor determines whether work missed may be made up. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook*.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the School of Business and Accountancy; for others the fee is \$80 per course. Permission of the appropriate dean, as well as that of the instructor, is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor. Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of regularly enrolled students who have met the instructor's requirements. In no case may anyone register for an audit course before the first meeting of the class. An audit course may not be changed to a credit course, and a credit course may not be changed to an audit course.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *before* this date must obtain the necessary form from the registrar and confer with his or her faculty adviser. *After* this date, a student who wishes to drop a course must consult his or her faculty adviser, the course instructor, and the dean of the College or the dean of the School of Business and Accountancy, as appropriate. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior written approval of the appropriate dean, the student will be subject to such penalties as the Committee on Academic Affairs of the faculty may impose.

Withdrawal from the College

A student who finds it necessary to withdraw from the College or the School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in

courses at the time of the withdrawal may be taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it, the student is expected to refrain from unfairness in any form and to report to the Honor Council any student whom he or she knows to be cheating.

Grading

For most courses carrying undergraduate credit, there are five final and two conditional grades: A (*exceptionally high achievement*), B (*superior*), C (*satisfactory*), D (*passing but unsatisfactory*), E (*conditional failure*), F (*failure*), and I (*incomplete*).

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the registrar, and no grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

A candidate for graduation in the final semester who has received a grade of E in the previous semester may apply to the registrar for reexamination thirty days after the opening of the final semester but no later than thirty days before its close. All conditions, including the grade of E, must be removed no later than thirty days before the end of the term in which the student graduates. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.

Grade of I. The grade of I may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows: for each credit of A, four points; for each credit of B, three points; for each credit of C, two points; for each credit of D, one point; for each credit of E or F, no points.

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the undergraduate schools make available the option, under certain conditions, of registering in courses on a pass/fail basis rather than for a letter grade. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade-point average. In no case may a student change from grade to pass/fail mode, or from pass/fail to grade mode, after the last day to add a course, listed in the calendar at the front of this bulletin.

A student may count toward the degree no more than twenty-four credits taken on a pass/fail basis. Freshmen and sophomores are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Juniors and seniors may elect as many as sixteen credits on a pass/fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, or major requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

Grade Reports and Transcripts

A mid-term report and a final report of grades are issued to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term. Copies of a student’s cumulative record are issued by the registrar, but only on the written authorization of the student and payment of \$2 per transcript.

Dean’s List

The Dean’s List is issued at the end of the fall and spring semesters. It includes all full-time students in the College and the School of Business and Accountancy who have a grade-point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point system. A degree candidate with a cumulative average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.50 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.00 for all courses attempted is graduated with the distinction *cum laude*. The entire record of a student is considered, with the understanding that a student offering transfer work for credit may receive no distinction which requires a grade-point average greater than that earned at Wake Forest University. Details are available in the Office of the Registrar.

Repetition of Courses

A student may not repeat a course in which he or she has received a grade of C or higher. A student may, however, repeat at Wake Forest a Wake Forest course for which he or she has received a grade of D or F. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the credit originally earned will not be lost. For purposes of determining the grade-point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation.

Probation

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, as, for example, by failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity, society, or sorority until the end of their probationary period.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

Requirements for Acceptable Academic Standing

Students are expected to be aware at all times of their academic status and to be responsible for knowing whether they have met the minimum academic requirements for continuation in the undergraduate schools of the University. The committee of the faculty which oversees the academic progress of students is the Committee on Academic Affairs.

Whether a student is academically eligible to continue is determined by the number of course credits accumulated and the grade-point average. The number of credits accumulated is the sum of the credits transferred from other institutions and the credits earned in the undergraduate schools of the University. The grade-point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

To be considered in acceptable academic standing, a student is expected to:

- a. accumulate at least 24 credits during each 12-month period the student is enrolled;
- b. accumulate at least 8 credits each semester which fulfill basic or divisional requirements, until all of these requirements have been satisfied;
- c. achieve a grade-point average of at least
 - 1) 1.45 if between 1 and 36 credits have been accumulated;
 - 2) 1.60 if between 37 and 72 credits have been accumulated;
 - 3) 1.75 if between 73 and 108 credits have been accumulated;
 - 4) 1.90 if more than 108 credits have been accumulated.

A student whose academic standing is unacceptable for a continuous period of two semesters and one summer (in any order) is ineligible to continue.

Any student who is in academic difficulty is strongly urged to seek advice and counsel from the Office of the Dean, the Office of Learning Assistance, the Counseling Center, and/or the student’s academic adviser.

Any student suspended from the University for failing to maintain an acceptable academic standing has the right to petition the Committee on Academic Affairs, through the Office of the Dean of the College, for reconsideration. The Committee will base a decision to allow the student to continue on whether there were adverse circumstances, such as a prolonged illness, over which the student had no control. If such is the case, the Committee will expect the student to demonstrate that he/she made every effort to maintain acceptable academic standing in spite of circumstances.

A student whose petition for reconsideration is granted or who is readmitted after academic suspension and who fails in a period prescribed by the Committee on Academic Affairs to achieve acceptable academic standing is ineligible to continue.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service, creates a danger to the safety and well-being of the student or others may be required to withdraw until the problem is resolved.

Requirements for Readmission

The Committee on Academic Affairs oversees the readmission of former students. In making a decision on whether to readmit, the Committee considers both the academic and non-academic record of the student. Academic grounds for denying readmission are based upon evidence of irresponsible academic performance. Students who have been ineligible to continue for academic reasons must present to the Committee a list of steps they plan to take to raise their academic standing to acceptable standards. Non-academic grounds for denial may include convictions for violations of the honor system or the social conduct code, for violations of the law, and for other behavior showing disrespect for the rights of others.

Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

In order to be eligible to take summer courses at another college or university, the student must have a cumulative grade-point average of no less than 2.0, and must obtain advance approval of the head of the department concerned, the registrar, and in some cases, the office of the dean of Wake Forest College or the dean of the School of Business and Accountancy. Courses taken elsewhere on the semester-hour plan are computed as transfer credit at 1.125 credits for each approved semester hour.

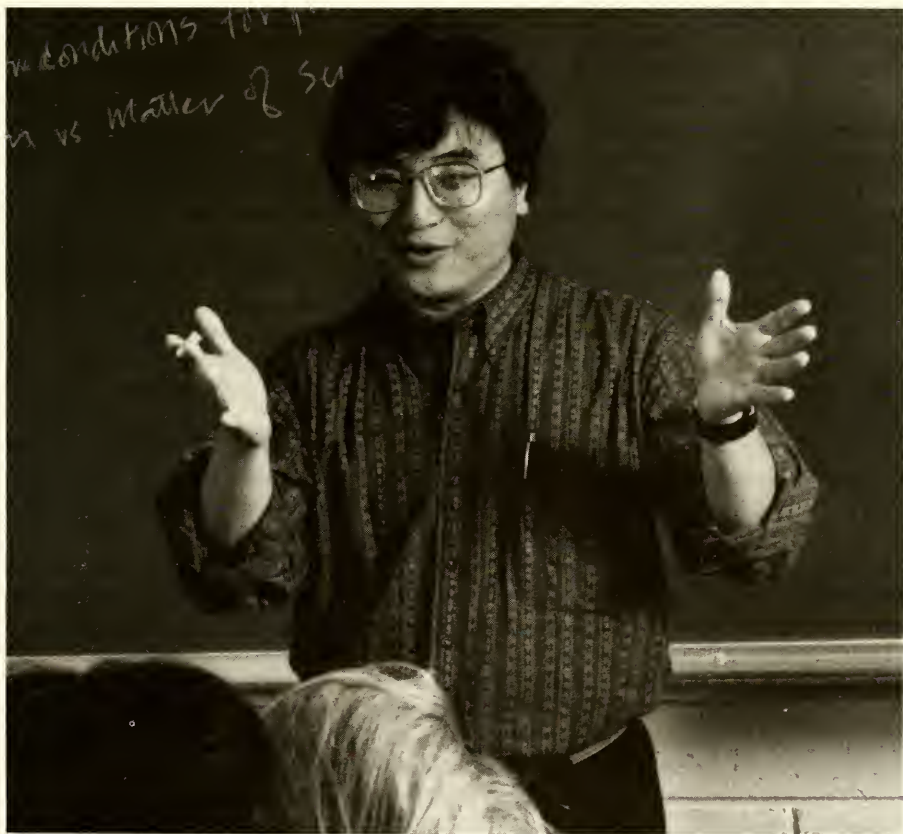
Courses taken outside the U.S. require, in addition, prior approval from the Office of International Studies. Students must obtain a transfer of credit form from the Office of International Studies.

Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade-point average of no less than 2.0 and must obtain faculty approval in advance. If a student plans to seek approval for transfer courses after the completion of the sophomore year, such courses must be taken in an approved four-year institution.

Students who wish to receive transfer of credit for courses taken outside the U.S., need to obtain prior approval from the Office of International Studies and then faculty approval. Transfer of credit forms are available in the Office of International Studies.

Students should be aware that the minimum grade-point average for graduation and for graduation distinctions is computed in two ways: on all work attempted in Wake Forest College and the School of Business and Accountancy; and also on work attempted at Wake Forest and other accredited colleges and universities collectively.



Win-Chiat Lee, associate professor of philosophy and coordinator of Asian Studies

Scholarships and Loans

Any student regularly admitted to Wake Forest College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at Box 7246 Reynolda Station, Winston-Salem, North Carolina 27109. Scholarships supported by funds of the undergraduates schools are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled as an undergraduate or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Students enrolled at least half-time are eligible to apply for federal funds. Half-time and part-time students are eligible to apply for limited institutional funds.

The University offers a number of scholarships based upon merit. Those with a stipend based upon tuition will increase as tuition increases; those with a dollar stipend remain fixed for the four years of enrollment.

Need is a factor in the awarding of most financial aid, and each applicant must file an annual financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships determines aid awards, and aid is credited, by semester, to the student's account in the Office of the Controller. The calculation of need, and therefore the amount of an award, may vary from year to year. The Committee on Scholarships reserves the right to revoke financial aid for unsatisfactory academic achievement or for violation of University regulations or federal, state, or local laws. To be eligible for renewal of aid, a student must remain enrolled on a normal full-time basis and be in good standing, making satisfactory progress toward a degree. The committee does not award institutional scholarships to students earning less than a 2.0 grade average on all work attempted at Wake Forest.

Scholarships

The Reynolds Scholarships are awarded each year to five extraordinarily capable men and women entering the College as first-year students. Made possible through a grant from the Z. Smith Reynolds Foundation in honor of Nancy Susan Reynolds, these scholarships cover the cost of tuition, room, and board, and include an allowance for books and personal expenses. Scholars may receive up to \$1,500 each summer for travel or study projects approved by the Reynolds Committee. The Reynolds Scholarships are awarded without regard to financial need and will be renewed annually through the recipient's fourth year of college, subject to satisfactory performance. A separate application is required by December 1.

The Graylyn Scholarship provides two to three undergraduate renewable one-half year tuition merit scholarships, two to three Bowman Gray School of Medicine renewable \$6,000 merit scholarships, and one School of Law renewable \$1,000 merit scholarship to students who demonstrate outstanding evidence of academic leadership and commitment to campus life.

The O. W. Wilson Scholarship, created under the will of O. W. Wilson of Yancey County, N.C., is awarded to an individual who demonstrates outstanding qualities of intellectual promise and leadership. The scholarship has a value equivalent to annual tuition and provides summer grant opportunities to encourage individual study projects. No separate application is required.

The Doctor George E. and Lila C. Bradford Fund awards a renewable full-tuition academic scholarship annually to a student possessing outstanding leadership and aptitude who intends to pursue a pre-medical course of study. No separate application is required.

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, N.C., have an annual value ranging from a minimum stipend of \$4,500 to a maximum stipend of \$15,200, with awards for more than \$4,000 determined on the basis of need. Each scholar may apply for at least one summer grant of up to \$1,000 to fund travel and study projects of the student's design. A Carswell scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to forty scholars are selected annually. A separate application is due by January 15.

The Presidential Scholarships for Distinguished Achievement, established by the University's alumni, award twenty renewable \$4,500 scholarships on the basis of exceptional talent and leadership. Candidates must be students who will enrich and add to the diversity of life at Wake Forest through their special talents in the areas of the fine arts (including music, art, theater, dance, film, and other arts), debate and public speaking, writing, leadership, public service, and entrepreneurial achievement. A separate application must be submitted by December 15.

The Joseph Gordon and Wake Forest Black Student Scholarships, established by endowment from the University's Sesquicentennial Fund and gifts from the Z. Smith Reynolds Foundation, recognize the outstanding achievements of black students and are awarded each year to entering freshmen who demonstrate academic promise and leadership potential. This program provides seven full-tuition scholarships and three \$2,000 per year scholarships. All scholarships are renewable annually through the recipient's fourth year. Awards are made without regard to financial need. A separate application is required by January 15.

Wake Forest Honor Scholarships provide an annual renewable grant of \$3,000 to students who apply for the Reynolds or Carswell Scholarships and who demonstrate exceptional academic ability and leadership.

The George Foster Hankins Scholarships, made possible by the late Colonel George Foster Hankins of Lexington, N.C., for residents of North Carolina or children of alumni living in other states with preference given to residents of Davidson County, have an annual value of up to \$16,650. Recipients must demonstrate need as well as academic promise. A separate application is due by January 15.

The Robert P. and Dorothy Caldwell Scholarships, given by family and friends of Robert P. and Dorothy Caldwell, provide up to three scholarships annually on the basis of outstanding academic achievement, demonstrated leadership ability, record of community service, and a commitment to helping others. A portion of these funds gives preference to students from Gaston and Catawba (N.C.) counties who need assistance in order to attend Wake Forest.

The Holding Scholarship, provided by a gift from the Robert P. Holding Foundation in memory of Mr. Holding, a member of the Class of 1916, offers one full tuition renewable scholarship annually to a student of exceptional leadership and academic promise, who is in residence at least one year in North Carolina. Separate application is not required, but the student must complete an application for either the Nancy Susan Reynolds or Carswell Scholarship.

The Junius C. and Eliza P. Brown Scholarships are designed to recognize excellence among North Carolina students demonstrating financial need in order to attend Wake Forest. Preference for selection is given first to students from the Madison area of Rockingham County, second to students from the Reidsville area of Rockingham County, and third to other applicants from Rockingham County. A separate application is due by January 15.

For all the following scholarships, there is no separate application required except where noted. Students who complete the normal application for financial aid, including the Wake Forest application and an FAF (Financial Aid Form), will be considered for appropriate scholarships.

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a freshman from the Piedmont area of North Carolina who is majoring in chemistry. The scholarship has a value of \$2,000 and is awarded on the basis of need.

The Charles I. and Louise Allen Scholarship Fund, established under the will of Louise Lambeth Allen, is awarded on the basis of ability and need to a student who may be interested in pursuing a medical career.

The Army Reserve Officers' Training Corps (AROTC) Scholarships are awarded for academic and personal achievement. These four-, three-, and two-year scholarships annually pay: (1) \$8,000 or 80% of tuition, whichever is higher; (2) a flat rate for texts, equipment, and supplies (presently \$450); (3) a subsistence allowance of up to \$1,000 (\$100 per month for the months spent in school); and (4) up to a maximum amount (presently \$400) for certain required on-campus educational and laboratory fees. All benefits are tax-free. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The Arthur Andersen Accounting Leadership Award is presented to a senior accounting major who has demonstrated excellence in the areas of academic performance, leadership, and civic/community responsibility.

The Teresa Mae Arnold Scholarship is awarded on the basis of ability and need to a student enrolled in Wake Forest College.

The Camillo Artom Fund for Italian Studies was established in 1976 in honor of Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well-qualified students who can demonstrate need are eligible to apply. (Interested persons should apply to the Office of the Provost.)

The Donald A. Baur Memorial Scholarship is awarded on the basis of leadership, dedication, competitiveness, and citizenship, with preference given to members of Delta Nu Chapter, Sigma Chi Fraternity.

The Beach Scholarship, established in memory of the Reverend Benjamin Beach, provides funding for the Poteat Scholarship winner from the congressional district encompassing Caldwell County, N.C.

The George M. and Daisy Olive Beavers Scholarship Fund, donated by Lydia Beavers in memory of her parents, is for one scholarship awarded on the basis of leadership, good citizenship, and excellence of character.

The J. Irvin Biggs Scholarship is awarded to needy and deserving undergraduates, with preference given to students from Lumberton or Robeson County, North Carolina.

The Charles Spurgeon and Inez Black Scholarship provides one annual scholarship to that chemistry major having the second highest academic record in the given year.

The Robert D. Bridger Jr. Scholarship, donated by George R. Bridger in honor of his father, is made to a senior major in the School of Business and Accountancy. Selection of the recipient is based on demonstrated academic ability and financial need, with preference given to students from Bladen County or southeastern North Carolina.

The Claude U. Broach Scholarship is awarded to a freshman or upperclassman with preference given to students from St. John's Baptist Church of Charlotte.

The J. Melville and Alice W. Broughton Scholarship Fund, established in honor of Governor, Senator, and Wake Forest Trustee J. Melville Broughton and his wife, Alice W. Broughton, by the Broughton family of Raleigh, N.C., awards one scholarship annually to a North Carolina student on the basis of academic ability and financial need.

The Dean D. B. Bryan Memorial Scholarship Fund was established in honor of D. B. Bryan, dean of Wake Forest College from 1923 to 1957. It awards a partial or full-tuition scholarship to a student who plans to pursue a career in education, and who demonstrates financial need and academic ability. The recipient must pledge to work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The Lib and Joyner Burns Scholarship is awarded on the basis of both ability and need, with preference given first to students having a physical handicap and second to students from Forsyth or Guilford County, N.C.

The Jack Buchanan Scholarship is awarded on the basis of financial need and academic ability, with preference given to students from western North Carolina planning a business major.

The John Douglas Cannon Scholarship is awarded on the basis of academic ability and need.

The J. G. Carroll Memorial Athletic Scholarship, donated in memory of J. G. Carroll, former associate professor of mathematics, is made to a deserving athlete who is not on a regular athletic scholarship, for a value of approximately \$100.

The James Lee Carver Scholarship, donated by Jean Freeman Carver with her children, James Lee Carver II and Elizabeth Jeanine Carver, in memory of her husband, James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, N.C.

The J. D. Cave Memorial Scholarship is awarded to a North Carolina male student who demonstrates strong character, a willingness to grow intellectually, and evidence of need, for an approximate annual value of \$600.

The Neal M. Chastain Memorial Scholarship, established by Mrs. June Booth of Charlotte in memory of her son, is awarded to a senior business major exhibiting Christian ideals and good academic achievement.

The Wake Forest College Scholarships, in the amount of \$100 to \$10,800 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

The William Henry Crouch Scholarship for ministerial students has been established by the Providence Baptist Church of Charlotte in honor of its pastor. The scholarship is valued at \$3,000 per year and is available for a North Carolina Baptist ministerial student or students based upon merit or need.

The O. B. Crowell Memorial Scholarship Fund, donated by Louise T. Crowell of Hendersonville, N.C., in memory of her husband, O. B. Crowell, is awarded on the basis of character, need, and promise.

The Gary Franklin Culler Scholarship Fund, donated in memory of Gary Franklin Culler, is awarded on the basis of academic ability and outstanding leadership potential, with preference given to students from High Point, N.C.

The Egbert L. Davis Jr. Scholarship, provided by the Davis family in honor of Egbert L. Davis Jr., noted Wake Forest alumnus and benefactor, provides merit and need assistance to one or more students demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable on the basis of a B average, exemplary personal conduct, and participation in the religious life of the University.

The Eleanor Layfield Davis Art Scholarship Fund awards a scholarship to a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The Thomas H. Davis Business Scholarship, established by employees of the former Piedmont Aviation Inc. in honor of its founder and retired chair, is awarded to a senior business major based on academic achievement, financial need, and potential for business leadership.

The Elizabeth S. Drake Scholarship is awarded to an English major who demonstrates academic ability and financial need, upon the recommendation of the chair of the English department.

The A. J. Fletcher Music Scholars Program, established by the A. J. Fletcher Foundation, awards eight scholarships annually. All awards are based on musical merit. Applications must be made to the Department of Music.

The Bobbie Fletcher Memorial Scholarship is awarded on the basis of academic ability and uncommon leadership qualities to a female student from North Carolina. Recipients will possess the qualities of kindness, thoughtfulness, unselfishness, patience, and determination which distinguished Bobbie Fletcher. Preference will be given to students demonstrating financial need.

The LeCaisey P. and Lula H. Freeman Scholarship, donated by Mr. and Mrs. G. H. Singleton of Raleigh, in memory of the parents of Mrs. Singleton, is available to a freshman, sophomore, or junior whose home is within the West Chowan Baptist Association of

North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship.

The Wallace G. Freemon Memorial Scholarship is awarded to premedical students in Wake Forest College.

The Charles A. Frueauff Scholarships are provided annually by the Charles A. Frueauff Foundation for middle-income students who live outside North Carolina. Amounts vary according to need.

The F. Lee Fulton Scholarship Fund, established by friends and associates of F. Lee Fulton, is awarded on the basis of leadership, citizenship, moral character, academic ability, and need.

The Gaddy Scholarship Fund awards a need-based scholarship each year to a North Carolina student, with preference given to residents of Anson, Union, and Wake counties.

The Lewis Reed Gaskin Scholarship Fund, established by E. Reed Gaskin and Jean H. Gaskin in honor of Lewis Reed Gaskin, is awarded to a freshman or upperclassman with preference given to a premedical student. The award shall be made on the basis of academic ability and potential as a physician. Recipients shall be known as Lewis Reed Gaskin scholars.

The Daniel Eugene and Beulah B. Gatewood Scholarship in Accountancy, given by Beulah B. Gatewood in honor of her husband, is awarded to an undergraduate accounting major based on academic merit and financial need.

The A. Royall Gay Scholarship is awarded on the basis of scholarship, character, and high ideals. Preference is given to graduating seniors from Youngsville, N.C.

The James W. Gill Scholarship, donated by Ruth R. Gill in memory of her husband, James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince Georges counties, Md.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with slight preference given to students from Halifax County, N.C.

The Wallace Barger Goebel Scholarship, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the pre-medical program.

The Stanley McClayton Guthrie Scholarship Fund awards one scholarship each year to a needy student, with preference given to students from Halifax County, Va.

The Fuller Hamrick Scholarship, created under the will of Everett C. Snyder of Wake Forest, N.C., in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, N.C.

The George G. and Georgeine M. Harper Charitable Trust awards scholarships of varying stipends annually to students with high academic potential and financial need, with preference to a North Carolinian.

The Henry Russell and Clara Stephenson Harris Scholarship Fund, established by Elizabeth Harris in memory of her parents, provides a scholarship awarded on the basis of academic ability and financial need to a senior business major who plans to pursue a career in banking.

The M. Elizabeth Harris Music Scholarship Fund provides an annual scholarship for a music major, with preference given to a student whose primary interest is church music. The award is made on the basis of academic ability and financial need.

The Margaret S. Hasty Memorial Scholarship Fund, established by Judge Fred H. Hasty in memory and honor of his beloved wife, is for one or more female undergraduate student(s) with good academic ability and financial need. The scholarship is renewable if the student places in the upper third of her class.

The Louise Patton Hearn Scholarship for Human Service is awarded to a student who has demonstrated exceptional service to improve the well-being of other people and who shows interest and potential in leading others to make similar contributions to humanity.

The Frank P. Hobgood Scholarship, donated by Kate H. Hobgood of Reidsville, N.C., in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The W. D. and Alberta B. Holleman Memorial Scholarship Fund, established by Robert D. Holleman in memory of his parents, is awarded on the basis of academic ability, need, Christian commitment, and leadership to a student from Durham County.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son, Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford counties, N.C., and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The Jeanette Wallace Hyde Scholarship, donated by Jeanette Wallace Hyde of Raleigh, is awarded on the basis of financial need and academic ability. Preference is given, but not limited to, students from Yadkin County.

The Jones-Holder Business Scholarship Fund, awarded upon the recommendation of the dean of the School of Business and Accountancy, recognizes a rising senior business major who has demonstrated a high level of achievement.

The J. Lee Keiger Sr. Scholarship is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the ALLTEL-Carolina Telephone Company service region.

The Sarah C. and C. A. Kent Scholarships are awarded to freshmen and upperclassmen on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately \$800.

The Charles L. Little Scholarship Fund, established by Charles L. Little, is given to upperclass students. Preference is given to pre-medical students from Anson County and immediately adjacent counties in North Carolina who provide satisfactory evidence of a willingness to give serious consideration to practicing medicine in Wadesboro or Anson County.

The James C. Mason Scholarship Fund, created under the will of Oscar W. McManus of Laurinburg, N.C., is awarded to a worthy student.

The Burke M. McConnell Management Excellence Scholarship, established by Pace Communications, Inc. of Greensboro, is given to the senior in the School of Business and Accountancy who holds the highest grade-point average for his or her first three years at the University.

The Wilma L. McCurdy Memorial Fund Scholarship is awarded on the basis of character, academic standing, and need.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student. Applications must be made to the Department of Music.

The McGladrey & Pullen Scholarship, granted by the public accounting firm, McGladrey & Pullen, is awarded to a senior accounting major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, and has a value of \$750.

The Robert A. and Margaret Pope McIntyre Scholarship is awarded annually, with preference given to students from Robeson County, N.C.

The Robert Lee Middleton Scholarship, donated by Sarah Edwards Middleton of Nashville, Tenn., in memory of her husband, is awarded on the basis of character, purpose, intelligence, and need, with preference given to the student planning to enter the field of literature, accounting, teaching, or the gospel ministry or other full-time religious work.

The Mildred Bronson Miller Scholarship Fund, donated by Mildred B. Miller of Atlanta, Ga., is awarded to students on the basis of leadership, dedication, competitiveness, and citizenship.

The Hiram Abif Myers III Scholarship Fund, established in memory of Hiram Abif ("Bif") Myers who died early in his freshman year at Wake Forest, awards one scholarship to a senior from Roswell High School, Roswell, Ga., who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The Myers Memorial Scholarship is awarded to pre-ministerial students or to students contributing to Christianity.

The George Thompson Noel, M.D., Memorial Scholarship is awarded on the basis of academic ability and financial need, with preference given to students from Cabarrus County and North Carolina. The Noel Scholarship is renewable for succeeding school years, provided the recipient demonstrates continuing need and ranks in the top third of his or her class.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, N.C., in memory of his parents, John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to attend college, for a value up to \$1,500 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Curtis Eugene Overby Sr. Scholarship is awarded on the basis of academic ability, financial need, and outstanding leadership potential to a North Carolina junior or senior majoring in communications, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell counties.

The Benjamin Wingate Parham Scholarship, donated by Kate J. Parham of Oxford, N.C., in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The H. Franklin Perritt III Memorial Scholarship Fund provides a scholarship of at least \$1,000 annually to one or more sophomores enrolled in the Reserve Officers' Training Corps. Selection is based upon outstanding leadership potential.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, N.C., make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

The William Louis Poteat Scholarships, valued at \$4,500 per year, are available to twelve freshmen, one from each Congressional District of North Carolina, plus three scholarships at large from the state. To be eligible, a student must be an active member of a Southern Baptist Church in North Carolina, must be likely to make a significant contribution to church and society, and must be appreciative of the quality of education available at Wake Forest University. A separate application is required by December 15.

The H. Ray Pullium Scholarship Fund, established by Mrs. H. Ray Pullium in honor of her husband, is awarded on the basis of ability and need. Preference is given to students from North Carolina Baptist Children's Homes.

The Kenneth Tyson Raynor Scholarship, donated by friends of the late Kenneth Tyson Raynor, professor of mathematics, is awarded annually by the mathematics faculty. The award is made on the basis of academic ability to an individual majoring in mathematics who has achieved junior standing.

The Oliver D. and Caroline Revell Scholarship is awarded to needy pre-ministerial students or needy students entering full-time Christian service.

The William Royall Scholarship Fund, given by family and friends of William Royall, provides a scholarship award for excellence in classical studies, with preference given to students planning to travel abroad to classical sites. Applications must be made to the Department of Classical Languages.

The George D. Rovere Scholarship Fund awards a scholarship annually to a student planning to become an athletic trainer.

The William Lee Rudd and Ruth Crosby Rudd Scholarship is awarded to worthy and needy students majoring in religion.

The Sara Jo Brownlow Shearer Scholarship is awarded to students specializing in the area of learning disabilities.

The W.D. Sanders Scholarship consists of two scholarships, each in the amount of \$2,000, awarded annually for language study in Germany or Austria. Sophomores, juniors, or seniors who have completed German 153 or above are eligible, and the scholarships are designated, in order of priority, for summer language study, semester or year programs with the Institute of European Studies (IES), or junior year abroad programs with other institutions. Applications should be made to the Department of German and Russian.

The Franklin R. Shirley Debate Scholarship, established in honor of the late Franklin R. Shirley, professor emeritus of speech communication, is awarded to a student who has debate experience and who successfully participates in the University's debate program.

The James F. Slate Fund provides an annual scholarship or loan to a student who plans a ministerial career. It is renewable upon evidence of a continuing need and interest in the ministry.

The Joseph Pleasant and Marguerite Nutt Sloan Memorial Scholarship, established by Patricia Sloan Mize in honor of her parents, is awarded annually to an applied music student on the basis of academic ability. It has a value of approximately \$500. Applications must be made to the Department of Music.

The Robert Forest Smith III Scholarship Fund, donated by the Rev. and Mrs. Robert Forest Smith Jr. and other citizens of Hickory, N.C., in memory of Robert Forest Smith III, is awarded to an entering freshman who qualifies on the basis of need and distinction in high school government. Preference is given to those who plan to enter government service, with strong preference given to students exemplifying positive Christian principles. It has a value of \$1,000.

The Gilbert T. Stephenson Scholarship, established by Grace W. Stephenson in memory of her husband, is awarded on the basis of ability and need to a student from Kirby Township or Northampton County, N.C.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County.

The John Belk Stevens Scholarship in Business, donated by the Belk Foundation in honor of John Belk Stevens, is given to senior business majors with particular interests in retailing or marketing and is based on academic merit and financial need.

The Edna and Ethel Stowe Scholarship is awarded to a freshman or an upperclassman, with preference given to female students who have a physical handicap.

The J. W. Straughan Scholarship, donated by Mattie, Mable, and Alice Straughan in memory of their brother, J. W. Straughan, of Warsaw, N.C., with preference given to students from Duplin County, N.C., who are interested in pursuing a medical career (especially in the field of family practice), is for those who need financial assistance to continue their education.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship, donated by Charles L. Sykes and Ralph J. Sykes in memory of their mother and father, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to freshmen from North Carolina; renewable.

The Russell Taylor Scholarship is awarded to a high school senior with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, N.C.

The Harold Wayland and Nelle Futch Tribble Scholarship Fund, established to honor the late President Emeritus and Mrs. Tribble, provides a scholarship to students enrolled in the College who demonstrate superior academic ability.

The Kenneth Monroe Tucker Scholarship is awarded on the basis of academic merit, with preference given to students from Wilkes, New Hanover, or Brunswick counties, North Carolina. It may be renewed provided the recipient's cumulative average is in the upper twenty percent of his or her class.

The Tyner-Pitman Scholarship Fund, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The John W. Ward Jr. Scholarship is awarded on the basis of demonstrated need, with preference given to students from Robeson County, N.C.

The Ware Foundation Scholarship is awarded on the basis of academic ability and financial need, with preference given first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance counties, N.C.

The Watkins-Richardson Scholarship is awarded on the basis of academic ability and outstanding leadership potential to students from the southeastern United States. Watkins-Richardson Scholarship awards are renewable for succeeding school years, provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The Lettie Pate Whitehead Scholarships provide support to needy Christian women students from the nine Southeastern states.

The Alexander Hines Whitley Jr. Scholarship is awarded to qualified students selected by the Committee on Scholarships and Student Aid.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, N.C., give preference to deserving students of Union County.

The John G. Williard Scholarship is awarded to middle income students, with preference given to students from Davie County, N.C.

The James Bennett Willis Scholarship Fund, established by James B. Willis of Hamlet, N.C., gives preference to North Carolina Baptist students interested in the ministry and Christian education. It is awarded on the basis of need. Applications must be made to the Departments of Religion or Philosophy.

The Maria Thornton and Miriam Carlyle Willis Scholarship Fund, established by James B. Willis in memory of his wife and daughter, gives preference to North Carolina Baptist students who are interested in all phases of the ministry of music. It is awarded on the basis of need.

The Charles Littell Wilson Scholarship, created under the will of Jennie Mayes Wilson in memory of her husband, Charles Littell Wilson, is for a freshman.

The O. W. Wilson-Yancey County Scholarships, created under the will of O. W. Wilson of Yancey County, N.C., are awarded to students from Yancey County who have excellent academic records and who demonstrate need.

The Phillip W. Wilson/Peat Marwick Memorial Scholarship, established as a memorial to Phillip W. Wilson by his friends, colleagues, and family, is awarded to a senior accountancy major who has demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accounting profession. The recipient must also be in the top fifth of his or her class based on grade-point average within the School of Business and Accountancy.

The William H. and Anne M. Woody Memorial Scholarship is awarded on the basis of character, scholastic achievement, and financial need, with preference given to students from Person County, N.C., and to students intending careers in medicine, education, or ministry.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William L. Wyatt Jr. of Raleigh, in memory of their son, William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability.

The Matthew T. Yates Scholarship Fund awards scholarships to the children of missionaries of the Foreign Mission Board of the Southern Baptist Convention on the basis of merit and need. The applicant must notify the Office of Financial Aid of his or her eligibility to be considered for this award.

Federal Financial Aid Programs

The federal government, through the Department of Education, sponsors a number of aid programs to help pay college costs. Among these programs are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study (FWS), Federal Perkins Loans, and Federal Family Education Loans (including Federal Stafford Loans, both subsidized and unsubsidized, Federal PLUS Loans, Federal Supplemental Loans for Students (FSLs), and Federal Consolidation Loans).

To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress, earning a minimum of 12 credits per semester of enrollment with a grade-point average at or above the published minimum level for continued enrollment. A Wake Forest grade-point average of at least 2.0 is required for consideration for need-based scholarship assistance. Need-based scholarship support is extended for a maximum of eight semesters, prorated for transfer students. A copy of the full policy on satisfactory academic progress is available upon written request from the financial aid office.

Federal aid programs are described more fully in the Wake Forest University brochure, "Need-Based Financial Aid Information" and in the federal publication, "The Student Guide," available upon request from the Financial Aid Office and the U.S. Department of Education.

Exchange Scholarships

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent, who has junior standing by the end of the semester in which application is made, but who need not be a German major. It provides 750 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 250 marks per month for rent. (Interested students should communicate with the chair of the Department of German.)

The Spanish Exchange Scholarships are available for study at the University of the Andes in Bogotá, Colombia, and at the University of Salamanca in Spain. The Bogotá scholarship may be awarded to two students for one semester's study each or to one student for two

semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Scholarships provide remission of fees and the cost of books, board, and accommodations. (Interested students should communicate with the chair of the Department of Romance Languages.)

The French Exchange Scholarship, established with the University of Burgundy, France, is available to a graduating senior, who receives a graduate teaching assistantship at a lycée in Dijon for two semesters. (Interested students should communicate with the chair of the Department of Romance Languages.)

Loans

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled full-time for a value of up to \$7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of 1 percent during the in-school and grace periods and 7 percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, N.C., is for needy students.

The Council Fund, established in 1935 by C. T. Council of Durham, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, N.C., is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding \$2,500 each year and \$10,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Birdie Dunn of Wake County, N.C., in memory of her mother, is for needy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, N.C.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to the former bursar.

The Friendly Student Loan Fund, established in 1948 by Nell E. Stinson of Raleigh, in memory of her sister, Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of George Foster Hankins of Lexington, gives preference to applicants from Davidson County, N.C.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel, N.C., in memory of his first wife, Lucy Shearon Harris, and his second wife, Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance to prevent the disruption of their education.

The Hutchins Student Loan Fund, originated by Robert W. Hutchins Jr. on behalf of himself and his late wife, Nancy D. Hutchins of Winston-Salem, is in honor of members of the Hutchins' family who have attended Wake Forest and is for the benefit of needy undergraduate students.

The Edna Tyner Langston Fund, established in 1942 by Henry J. Langston of Danville, Va., in memory of his wife, is available to a student agreed upon by the donor and the College.

The Watts Norton Loan Fund, established in 1949 by L. Watts Norton of Durham, is for worthy students enrolled with the Department of Religion who need financial assistance.

The Powers Fund, established in 1944 by Frank P. Powers of Raleigh, in memory of his parents, Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by J. G. Raby of Tarboro, N.C., in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County, N.C., is available for ministerial students who have been licensed to preach.

The Sidney G. Wallace Loan Fund, created under the will of Mrs. Blanche Wallace, is used to assist undergraduate students. Preference is given to students studying in a Wake Forest-sponsored or approved overseas program.

Concessions

North Carolina Legislative Tuition Grants. The North Carolina General Assembly provides yearly grants to all legal residents of North Carolina. To be eligible a student must be enrolled for at least fourteen credits each semester (through October 1 in the fall and through the tenth day of classes in the spring) and complete a Residency Form 100. The student must not have received a bachelor's degree previously. To receive the grant, the student must also complete an NCLTG application and return it to the financial aid office by a specified deadline.

Ministerial students receive an \$800 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus 4 percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive an \$800 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist Foreign Mission Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a \$150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

Other Financial Aid

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the church on the recommendation of the music committee of the church and the Department of Music, for the value of \$300. (Interested students should communicate with the chair of the Department of Music.)

The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to pre-ministerial students on a loan or grant program on the basis of merit and need, and, particularly in the case of grants, academic achievement.

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. (Interested students should communicate with the Office of Career Services.)

Veterans' Benefits are administered by the Office of the Veterans' Administration in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans alike, at the end of each scheduled school term.

Outside Assistance

Students who apply for financial aid from Wake Forest must advise the College if they receive any assistance from outside organizations, including but not limited to National Merit or Achievement Scholarships; College Scholarship Service-sponsored scholarships; local, state, and national scholarship and loan programs. This outside assistance will be considered when the financial aid award is calculated.



Special Programs

Students in the College are encouraged to apply to special programs, both on and off campus, which correspond to their abilities and interests. These include the programs described below and the special degrees, minors, and concentrations described on page 49 and beyond.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the freshman, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade-point average of 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade-point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary from one department to another.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum, a limited number of students is selected by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the lower division is designed by the student and his or her adviser.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered at the other. An application must be approved by the academic adviser and the dean of the College or the dean of the School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

International Studies

Office of International Studies

The Office of International Studies provides information on all programs in international studies. Students interested in studying abroad should visit the office for assistance and program approval. Any student taking non-Wake Forest courses overseas for either the summer, semester, or year should visit the office for program approval and a transfer of credit form. The office also administers the international studies minor. For a full description of the minor see page 123.

International Students

International students can obtain information and assistance in the Office of International Studies.

Residential Language Centers

For students prepared to speak French, German, Italian, or Russian on a regular basis with other students studying the same language, the University offers residential language centers coordinated by members of the Romance languages department and the German and Russian department. Such students attend regular classes on the campus. Organized social and conversational programs are available in all these languages.

International Studies House

Students interested in international studies who would like to live with other students sharing these interests may apply to live in the International Studies House. Further information may be obtained in the Office of International Studies.

Foreign Area Studies

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 54 and the various listings under Courses of Instruction.

Opportunities for Study Abroad

Wake Forest Programs

England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art,

theater, literature, and history of London and Great Britain. (See, for example, Art 2320, *English Art, Hogarth to the Present*, and History 2260, *History of London*, in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates sixteen students. Further information may be obtained in the Office of International Studies.

Italy (Venice)

Students wishing to spend a semester in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693, *Venetian Renaissance Art*; Italian 153, *Intermediate Italian*; Italian 215, *Introduction to Italian Literature I*; Italian 216, *Introduction to Italian Literature II*; and other courses offered by the faculty member serving as director.) Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Further information may be obtained in the Office of International Studies.

France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Burgundy by student groups of varying levels of preparation. (A major in French is not required, but French 221 or its equivalent is recommended.)

Spain (Salamanca)

Students wishing to study in Spain may apply for a semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (A major in Spanish is not required, but Spanish 221 or its equivalent is recommended.)

Institute of European Studies

Students who wish to spend a semester or year in a German- or Slavic-speaking country may apply to programs of study available through the Institute of European Studies. Qualified Wake Forest applicants may study during their junior or senior year in Germany (Berlin or Freiburg) or Austria (Vienna). Two new exchange programs have been established, one in Kiev and the other in Moscow. As with other Wake Forest programs, students receive direct credit for all courses taken with I.E.S. and may apply any form of financial aid available to them here on campus to their program of study. Interested students should contact the Department of German and Russian.

China (Beijing)

Students who wish to study in China may apply to participate in the Wake Forest/SASASAAS Program in Beijing, Peoples Republic of China. Offered in the fall semester, the program includes courses in both Chinese language and culture. It is open to students with no previous knowledge of Chinese or to those wishing to continue their study of the language. Further information may be obtained in the Office of International Studies.

Japan (Hiratsuka)

For students wishing to study in Japan, Wake Forest offers a fall semester in Tokai University, outside Tokyo. Coursework focuses on Japanese language and culture: one course is taught by a Wake Forest professor; another course is taught by Japanese faculty members, in English, on various aspects of Japanese society; a third course is the Japanese language at the appropriate level. No prior knowledge of Japanese is required. Further information may be obtained in the Office of International Studies.

Russia

One or two students wishing to study individually in Russia can apply to spend a fall or spring semester at Moscow University, formerly Moscow State University, each year. The requirements are a good academic record and the ability to attend and pass classes that are taught entirely in Russian. For more information, contact William Hamilton, associate dean of the College.

Experiment in International Living

The Independent Study Program of the Experiment in International Living is recognized by the College. To participate in this program, a student must be regularly enrolled and plan to return to the College after study abroad; arrangements must be made with the chair of the department of the major and the director of the Office of International Studies. Up to fourteen credits for a one-semester program may be granted upon evidence of satisfactory completion of work taken, but this is subject to evaluation by the dean of the College.

Study Abroad in Non-Wake Forest Programs

Students wishing to study abroad in a non-Wake Forest program should visit the Office of International Studies for assistance. The office houses a sizable collection of material on a wide variety of overseas programs.

A student's participation in a non-Wake Forest program must be approved in advance by the Office of International Studies. A transfer of credit form, available in the Office of International Studies, must be filled out once one is accepted into a program. Transfer credit is computed at 1.125 credits for each approved semester hour and .75 for each quarter hour taken abroad. Scholarship and financial aid can now be applied to approved non-Wake Forest programs. Further information is available in the Office of International Studies.

Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. The bachelor of arts degree is conferred with a major in anthropology, art, chemistry, classical studies, economics, English, French, French-Spanish, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, sociology, Spanish, speech communication, or theater. The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and sport science, mathematical economics, mathematics, or physics. The bachelor of arts degree is available with a major in elementary education or education with a state teacher's certificate in social studies. The bachelor of science degree is available with a major in education with a state teacher's certificate in science. The bachelor of science degree may be conferred in combined curricula in dentistry, engineering, forestry and environmental studies, medical technology, microbiology, and the physician assistant program. The School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in accountancy or business. (See page 197 of this bulletin.)

A student who receives the bachelor of arts or bachelor of science degree may not thereafter receive another bachelor's degree from Wake Forest.

General Requirements

Students in the College have considerable flexibility in planning their courses of study. Except for two semesters of required health and sport science courses, only three specific courses are required, one in English composition and two in a foreign language. To complete preparation for more specialized work in a major field or fields, students select three courses in each of four divisions of the undergraduate curriculum: (1) literature and the arts; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; and (4) the social and behavioral sciences. Normally the basic and divisional requirements are completed in the freshman and sophomore years and the requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses for a total of 144 credits. No more than sixteen credits toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-121 (ensemble courses); Dance 120-129 and 131; and elective 100-level courses in health and sport science. A cross-listed course may be taken one time for credit toward graduation, unless otherwise specified by the course description.

All students must earn a C average on all work attempted at all colleges and universities and on all work attempted in Wake Forest College and the School of Business and Accountancy. Of the 144 credits required for graduation, at least 72 must be completed in the undergraduate schools of Wake Forest University, including the work of the senior year (except for combined degree curricula). All financial obligations to the University must be discharged.

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, provided that course work is completed within six years of entrance. After six years, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless exempted through procedures established by the departments concerned):

English 110 (composition) or 112 (composition and literature)

Foreign language 153 (intermediate level)

Foreign language (literature)

French 213, 216, 217, or the equivalent

Spanish 214, 217, 218, or the equivalent

Italian 215, 216, or the equivalent

German 215 or 216

Russian 215 or 216

Greek 211 or 212

Latin 211, 212, or 216

Near Eastern Languages & Literature 211 or 212 (Hebrew)

Japanese 211

Chinese 211

No credit is given for any language course below the one recommended by the department on the basis of the placement test unless the student is given permission to earn such credit by the Language Placement Appeals Board.

Divisional Requirements

All students must complete three courses in each of the four divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements or by participation in the open curriculum):

Division I. Literature and the Arts (three courses; no more than one course from any one of the four groups)

1. English literature (English 160 or 165)

2. American literature (English 170 or 175)

3. Foreign literature (other than the one used for the basic requirement)

Classical languages

Greek 211, 212, 231, 241, or 242

Latin 211, 212, 216, 221, 225, or 226

Classics 253, 254, 263, 264, 265, or 272

German 215 or 216

Chinese 211

Near Eastern Languages & Literature 211 or 212 (Hebrew)

Japanese 211

Romance languages (French, Italian, or Spanish) literature

Russian 215 or 216

Humanities 213, 214, 215, 216, 217, 218, 219, 221, or 222

4. Fine Arts

Art 103 or 111

Music 101, 102, 181, or 182

Theater 110 or 112

Division II. The Natural Sciences and Mathematics (three courses, selected from two of the four groups)

1. Biology 111, 112, 113, 114 (if one course, 111; if two courses, the pair must include 111)

2. Chemistry 111, 116 (unless advanced preparation indicates a higher course); if one course, 111; if two courses, 111, 116

3. Physics 109, 110, 113, 114

4. Mathematics 108, 109, 111, 112, 117, Computer Science 111 (any one; if two, the pair must include 108 or 111 but not both)

Division III. History, Religion, and Philosophy (three courses; no more than one course from each group)

1. History 101, 102, 103, or 104

2. Religion (any four credits at the 100-level)

3. Philosophy 111

Division IV. The Social and Behavioral Sciences (three courses, no more than one from any one department)

1. Anthropology 151 or 152

2. Economics 150

3. Politics 113, 114, 115, or 116

4. Psychology 151

5. Sociology 151, 152, 153, or 154

Requirement in Health and Sport Science

All students must complete Health and Sport Science 100 and 101. This requirement must be met before enrollment in additional health and sport science elective courses, and in any case before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is checked during the orientation period each term, and students whose writing is deficient are given a *composition condition*.

A student who has been assigned a *cc* will receive an "Incomplete" for the course. The student will have *one semester* in which to work in the Writing Center, revising the course work to the instructor's satisfaction. If the student fails to work in the Writing Center, or fails to revise the work to the instructor's satisfaction, the grade will become an "F" automatically, unless some action is taken by the instructor. (If extenuating circumstances make it impossible for the student to make significant progress in a semester, the student may appeal to the dean's office for an additional semester of work to remove the "Incomplete.") Removal of the deficiency is prerequisite to graduation.

Basic and Divisional Requirements

The basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For this reason, as many of the requirements as feasible should be taken in the freshman and sophomore years.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

Declaring a Major

To enter upon a major, a student should have earned at least sixty credits. The normal time for reaching this point is the end of the second semester of the sophomore year. Thirty days before the end of the sophomore year, each student who will have acquired the requisite credits by the end of the semester or the end of the summer school is required to indicate to the registrar and to the department or departments concerned the selection of a major for concentration during the junior and senior years. Before this selection is recorded by the registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the dean of the College a written statement indicating the reason(s) for the rejection.

If thirty days before the end of the sophomore year a student sees that he or she will begin the fifth semester without attaining sixty credits, he or she should consult the registrar's office about the proper course to follow.

A student wishing to major in business or in accountancy should make application to the School of Business and Accountancy. (See page 197 of this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the beginning of the junior year, a student may not change from one major to another without the approval of the departments concerned. The student's course of

study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University.

The following fields of study are recognized for the major: accountancy, anthropology, art, biology, business, chemistry, classical studies, computer science, economics, education, English, French, French-Spanish, German, Greek, health and sport science, history, Latin, mathematical economics, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, speech communication, and theater. Students preparing for the ministry are advised to elect three courses in religion beyond the course included in the divisional requirements.

Maximum Number of Courses in a Department

Within the College, a maximum of 48 credits in a single field of study is allowed within the 144 credits required for graduation. Fifty-six credits toward graduation are allowed in any department authorized to offer two fields of study or more, except for the Department of Mathematics and Computer Science.

These stipulations exclude required related courses from other departments. They further exclude, for students majoring in English, English 110 and 112; and, for students majoring in a foreign language, elementary courses in that language. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

For purposes of satisfying graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a minor, (4) a single major and a double minor, (5) a double major. *In addition to the options above, a student may complete the requirements of a foreign area studies program.*

Double Majors and Joint Majors

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meet all requirements for the major in both departments. A student may *not* use the same course to meet requirements in both of the majors. For administrative purposes, the student must designate one of the two fields as the primary major, which appears first on the student's record. For purposes of the double major, the Department of Mathematics and Computer Science is considered as two departments.

A joint major consisting of fifty-six credits in two fields of study is available in classical studies and in mathematical economics.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art, biology, chemistry, computer science, dance, educational studies, professional education, English, French language and culture, French literature, German, Greek, history, Italian, Latin, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish language and culture, Hispanic literature, speech communication, and theater.

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Minors

Interdisciplinary minors are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered (bulletin page number in parentheses):

- Asian Studies* (page 65)
- Cultural Resource Preservation* (page 80)
- Early Christian Studies* (page 81)
- International Studies* (page 123)
- Women's Studies* (page 189)

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises students, and students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year. Questions may also be directed to the Office of International Studies.

Foreign area studies are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered (bulletin page numbers in parentheses):

- East Asian Studies* (page 83)
- East European Studies* (page 84)
- German Studies* (page 105)
- Italian Studies* (page 124)
- Latin American Studies* (page 125)
- Spanish Studies* (page 180)

Senior Testing

All seniors are required to participate in a testing program designed to provide objective evidence of educational development and employing measures of academic achievement such as selected portions of the Graduate Record Examination and other tests deemed appropriate by the Committee on Academic Affairs. The tests are administered during the spring semester, and relevant results are made available to the student for his or her information. The primary purpose of the program is to provide the University with information for assessing the total educational process. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees in Medical Technology

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with the Division of Allied Health Programs of the medical school. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score, impressions made in personal interviews, and work experience (not essential, but important). Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the health and sport science requirement; Biology 111, 112, 113, 114 (three courses or equivalents); Biology 326; Chemistry 111, 112, 221, and 222; mathematics (one course); and electives for a total of 108 credits. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management courses. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in the Physician Assistant Program

Students may qualify for the bachelor of science degree in the physician assistant program by completion of three years (108 credits) in the College with a minimum average grade of C, and by satisfactory completion of the full twenty-four-month course in the physician assistant program offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, the health and sport science requirement, and at least four courses in biology (including one course in microbiology). At least four courses in the social sciences (including sociology, psychology, and economics), a course in statistics, and three or four courses in chemistry are recommended.

Applicants to the program must have a minimum of six months of clinical experience in patient care services. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in Microbiology

Students may qualify for the bachelor of science degree in microbiology by completion of three years (112 credits) in the College with a minimum average grade of C, and by satisfactory completion of a thirty-two hour major in microbiology in the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the health and sport science requirement; Microbiology 302, 304 (or Biology 462), and Biology 371. Additional courses to complete the major will be selected from Microbiology 402, 403, 404, 405, 408, 410, 411, 413, 414, 432, 433, 434, Biology 321, 360, 372, 373, 380, and 391, 392. Required related courses are two courses in physics and at least two courses in organic chemistry. Additional chemistry and mathematics courses may be suggested by the major adviser for students progressing toward advanced work in microbiology. The student should consult the microbiology adviser during the sophomore year to establish a program of study. Work on the major must begin no later than the fall semester of the junior year.

Degrees in Dentistry

A student may fulfill the requirements for the bachelor of science degree with a major in dentistry by completing three years of work in the College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by the University, with a record entitling advancement to the third-year class.

For this degree, the requirements in the College are the same as those for the degree with a major in medical sciences.

Degrees in Engineering

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include the basic and divisional requirements. Suggested courses for the freshman year are English 110 and 160 (or a foreign literature); appropriate foreign language courses; Mathematics 111, 112; Physics 113, 114; and Health and Sport Science 100, 101. Suggested courses for the sophomore year are English 170 (or a foreign literature); Philosophy 111; Mathematics 251, 301; Physics 141, 162, 165, 166; and Chemistry 111, 116. Suggested courses for the junior year are a history course, a religion course, Mathematics 302, 304, and Economics 150.

This rigorous curriculum demands special aptitude in science and mathematics. Electives are chosen in consultation with the chair of the Department of Physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program, students should consult a faculty member in the biology department.



Courses of Instruction

Plans of study, course descriptions, and the identification of instructors apply to the academic year 1992-93 unless otherwise noted, and reflect official faculty action through March 16, 1993.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses 101-199 are primarily for freshmen and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduates and graduate students. (Other graduate courses are described in the bulletin of the Graduate School; a complete listing of summer courses is in the bulletin of the Summer Session.)

Anthropology

David S. Weaver, Chair

Professors E. Pendleton Banks, David K. Evans,
Stanton K. Tefft, David S. Weaver, J. Ned Woodall

Director/Curator, Museum of Anthropology/

Assistant Professor Mary Jane Berman

Adjunct Professor Jay R. Kaplan

Visiting Assistant Professor Dorothy J. Cattle

A major in anthropology requires a minimum of thirty-six credits and must include Anthropology 151, 152, 390, and either 370 or 374.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381, 382 and four credits from Anthropology 383, 384 may be used to meet major requirements. Additional courses are counted within the limits specified for a single field of study.

A minimum grade-point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade-point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires twenty-four credits and must include Anthropology 151 and 152. Minors will not receive credit for Anthropology 390, 398, or 399. Only four credits from Anthropology 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation "Honors in Anthropology," highly qualified majors should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

151. General Anthropology I: Archeology and Human Evolution. (4) Origin and evolution of man with a focus on human biological and sociocultural change during the Plio-Pleistocene.

152. General Anthropology II: Cultural Anthropology. (4) A cross-cultural analysis of human institutions with a survey of major theories explaining cultural variety and human nature.

300. Museum Practicum. (4) Designed to give the student practical experience while working at the Museum of Anthropology in six basic areas of museum operation: administration, research, curatorial duties, conservation, exhibition design, and education. P—Permission of instructor.

310. Museum Design and Operation. (4) The principles of museum design and operation through lectures, readings, workshops with visiting experts in the field, and field trips to neighboring museums (possibly to Washington, DC). Students have an opportunity to put some of the principles in practice by planning and designing exhibits in the Museum of Anthropology. P—Permission of instructor.

315. Material Culture Studies. (4) Explores the social and cultural roles of objects through the study of materials, technology, economy, context, and meaning. P—Anthropology 151 or 152 or permission of instructor.

320. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

330. The Ethnographic Documentary. (4) Through the use of ethnographic documentary films and videos from different historical periods and by filmmakers from different cultural backgrounds, this course will present a historical and cross-cultural perspective on cultural systems. The course will analyze the technological and aesthetic aspects of film and video production and assess the effectiveness of visual communication in conveying ideas about culture and society. P—Anthropology 151 or Anthropology 152 or permission of instructor.

335. Mountain Folklore in North Carolina. (4) The role folklore plays in all human cultures in general and in the culture of the mountain people of Western North Carolina in particular. Field trips to mountain counties conducted. P—Permission of instructor.

340. Anthropological Theory. (4) A study and evaluation of the major anthropological theories of humans and society, including cultural evolutionism, historical particularism, functionalism, structuralism, cultural ecology, and cultural materialism. The relevance and significance of these theories to modern anthropology are discussed. P—Anthropology 151 and 152 and junior standing, or permission of instructor.

345. Primitive Religion. (4) The world-view and values of non-literate cultures as expressed in myths, rituals, and symbols. P—Anthropology 151 or Anthropology 152.

350. European Peasant Communities. (4) Lectures, reading, and discussion on selected communities and their sociocultural contexts, including folklore, folk art, and processes of culture change. P—Anthropology 151 or Anthropology 152 or permission of instructor.

352. Peoples and Cultures of Africa. (4) The ethnology and prehistory of Africa south of the Sahara. P—Anthropology 151 or Anthropology 152.

354. Peoples and Cultures of China. (4) A survey of the Han and non-Han (Mongolian, Tibetan, Shan, Miao, etc.) peoples of China and their traditional cultures drawing on ethnographic and village studies. P—Permission of instructor.

358. The American Indian. (4) Ethnology and prehistory of the American Indian. P—Anthropology 151 or Anthropology 152.

360. Human Ecology. (4) The relations between the human being and the inorganic and organic environments as mediated by culture; laboratory experience with aerial photography and other remote sensing techniques. P—Anthropology 151 or Anthropology 152 or permission of instructor.

362. Medical Anthropology. (4) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—Anthropology 151 or permission of instructor.

364. Physical Anthropology. (4) Introduction to biological anthropology, human biology, evolution, and variability. P—Anthropology 151.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. P—Anthropology 151 and permission of instructor.

368. Human Osteology. (4) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications. P—Anthropology 151 and permission of instructor.

370. Old World Prehistory. (4) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—Anthropology 151 or permission of instructor.

372. Archeology of Early Complex Societies. (4) Comparison of the archeology of early complex societies, with special attention to the Maya, Aztec, and Teotihuacan cultures in Mesoamerica; the Huari and Inca in South America; the Anasazi of North America; and Egyptian and Mesopotamian groups of the Old World. An emphasis will be given to theories of origins and change in complex societies. P—Anthropology 151 or permission of instructor.

374. Prehistory of North America. (4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—Anthropology 151 or permission of instructor.

376. Archeology of the Southeastern United States. (4) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—Anthropology 151.

378. Conservation Archeology. (4) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources. P—Anthropology 151 and Anthropology 359 or permission of instructor.

380. Anthropological Statistics. (4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Mathematics 109, or Sociology 380.)

381,382. Archeological Research. (4,4) The recovery of anthropological data through the use of archeology, taught in the excavation and interpretation of a prehistoric site. P—Anthropology 151.

383, 384. Field Research in Cultural Anthropology. (4,4) Training in techniques for the study of foreign cultures, carried out in the field. P—Anthropology 151 or Anthropology 152.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. P—Permission of instructor.

390. Student-Faculty Seminar. (4) A review of contemporary problems in the fields of archeology and physical and cultural anthropology. P—Junior standing or permission of instructor.

398,399. Individual Study. (1,2,3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Art

Harry B. Titus Jr., Chair

Reynolds Professor Terisio Pignatti (Venice)

Professors Robert Knott, Margaret S. Smith

Associate Professors David L. Faber, Harry B. Titus Jr.

Assistant Professors Bernadine Barnes, Page H. Laughlin

Visiting Assistant Professor David Helm

Visiting Instructors Margaret C. Gregory, Alix Hitchcock

Lecturer Brian Allen (London)

Assistant Lecturer Katie Scott (London)

Gallery Director Victor Faccinto

The department offers courses in the history of art and in the practice of drawing, painting, printmaking, and sculpture. A visiting artist program and varied exhibitions in the gallery of the Scales Fine Arts Center as well as internships in local cultural organizations supplement the regular academic program of the department.

The major in art requires forty credits. For an art history major, eight courses are to be

in art history and two in studio art. For a studio art major, eight courses are to be in studio art and two in art history.

A minor in art requires five courses, including at least one course in art history and one course in studio art.

Any student interested in majoring or minoring in art should consult the chair of the art department.

Qualified students in both the art history and studio areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of the departmental faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

Art History

103. Introduction to the Visual Arts. (4) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. Satisfies the Division I requirement.

231. American Art. (4) A survey of American painting and sculpture from the Colonial period through the Armory Show held in 1913 in New York.

233. American Architecture. (4) A survey of American architecture from 1650 to the present.

235. Art and Architecture of the South. (4) A survey of architecture, painting, and sculpture in the South from 1600 to the present.

241. Ancient Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.

244. Greek Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.

245. Roman Art. (4) A survey of Etruscan and Roman architecture, painting, and sculpture.

251. Women and Art. (4) A historical examination of the changing image of women in art and the role of women artists.

252. Romanesque Art. (4) Art and architecture from the Carolingian Renaissance through the twelfth century.

253. The Gothic Cathedral. (4) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them.

254. Luxury Arts in the Middle Ages. (4) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course.

258. The History of Prints. (4) A survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention will be given to the

function of prints in society. Student research will focus on prints in the University Print Collection.

267. Early Italian Renaissance Art. (4) An introduction to the painting, sculpture, and architecture of Italy from 1250 to 1500, with a concentration on the arts in fifteenth century Florence.

268. Italian High Renaissance and Mannerist Art. (4) A study of the arts in sixteenth century Italy, with emphasis on the achievement of Leonardo da Vinci, Raphael, Michelangelo, Giorgione, and Titian, and the dissolution of Renaissance idealism in the art of the early Mannerists.

270. Northern Renaissance Art. (4) A survey of painting, sculpture, graphic art, and patronage in Northern European art from 1300 to the death of Dürer in 1528.

271. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

272. Baroque Art. (4) A survey of European painting and sculpture from 1600 to 1700.

275. History of Landscape Architecture. (4) Study of garden design, beginning with Roman gardens and continuing through the creation of public parks in the nineteenth century.

281. Modern Art to 1900. (4) A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century.

282. Modern Art after 1900. (4) A survey of European and American painting and sculpture from 1900 to the present.

283. Impressionism. (4) A detailed study of the French Impressionist painters, with some consideration of Impressionism in other forms.

284. Contemporary American Art. (4) An intensive study of American painting and sculpture from 1950 to the present.

288. Modern Architecture. (4) A survey of European and American architecture from 1900 to the present.

291. Individual Study. (4) A course of independent study with faculty guidance.

292. Individual Study. (4) A course of independent study with faculty guidance.

293. Practicum. (4) Internships in local cultural organizations, to be arranged by the art department. Pass/fail.

296. Art History Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. Ancient Art

b. Medieval Art

c. Renaissance Art

d. Baroque Art

e. Modern Art

f. Contemporary Art

g. American Art

h. Modern Architecture

i. American Architecture

j. Special Topics

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

Anthropology 320. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

Studio Art*

111. Introduction to Drawing and Design. (4) An introduction to the basic elements of two-dimensional and three-dimensional design, to include drawing, painting, and sculpture. Six class hours per week. Satisfies the Division I requirement.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic medium. P—Art 111.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and multimedia, with emphasis on contemporary concepts. P—Art 111.

117. Introduction to Printmaking. (4) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. P—Art 111.

211. Intermediate Drawing. (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week. P—Art 111.

212. Intermediate Painting. (4) Continuation of Art 112, with concentrated emphasis on idea development. P—Art 112. May be repeated.

215. Intermediate Sculpture. (4) Continuation of Art 115, with emphasis on idea development. P—Art 115. May be repeated.

217. Intermediate Printmaking. (4) Continuation of Art 117, with emphasis on idea development. P—Art 117. May be repeated.

218. Figure Drawing. (4) An introduction to figure drawing. P—Art 111.

221. Advanced Drawing. (4) A course of individual study with faculty guidance. May be repeated. P—Art 211.

222. Advanced Painting. (4) A course of individual study with faculty guidance. May be repeated. P—Art 212.

225. Advanced Sculpture. (4) A course of individual study with faculty guidance. May be repeated. P—Art 215.

* Prerequisites may be waived with permission of instructor.

227. Advanced Printmaking. (4) A course of individual study with faculty guidance. May be repeated. P—Art 217.

295. Studio Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

Asian Studies

(Interdisciplinary Minor)

Win-Chiat Lee (Philosophy), Coordinator

The minor in Asian Studies consists of a total of twenty-four credits which students must select from an approved list of courses on file with the coordinator and listed below. Candidates for the minor are required to take these courses from at least three different departments. While some study of an Asian language is strongly recommended, it is not required. Although students may repeat Asian Studies 381, *Independent Research in Asian Studies* (2-4) for credit, only four of these credits can apply toward completion of the Asian Studies minor.

Appropriate credit in various fields of Asian Studies also may be obtained by study in China through the SASASAAS/Wake Forest Program or in Japan through the Wake Forest/Tokai University Program, or through other Wake Forest approved courses of study in Asia. Students intending to minor in Asian Studies should consult the coordinator, preferably in their sophomore year. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

381. Independent Research in Asian Studies. (2-4) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit.

Anthropology

354. *People and Cultures of China.* (4)

Chinese Language and Literature

111, 112. *Elementary Chinese.* (5,5)

151, 152. *Intermediate Chinese* (5,5)

199. *Individual Study.* (1-4)

211. *Wen-xue: Introduction to Literature Written in Chinese.* (4)

History

341. *History of Women in Modern Asia.* (4)

343. *Imperial China.* (4)

344. *Modern China.* (4)

347. *Japan Since World War II.* (4)

348. *Modern Japan.* (4)

Humanities

219. *Introduction to Japanese Literature.* (4)

221. *Introduction to Chinese Literature.* (4)

- 347. *Women Writers in Japanese Society*. (4)
- 348. *Chinese Revolutionary Literature to 1948*. (2)
- 349. *Chinese Liberation Literature since 1948*. (2)
- 350. *Modern Chinese Literature*. (4)

Japanese Language and Literature

- 111, 112. *Elementary Japanese*. (5,5)
- 151, 152. *Intermediate Japanese* (5,5)
- 199. *Individual Study*. (1-4)
- 211. *Bungaku: Introduction to Literature Written in Modern Japanese*. (4)

Philosophy

- 253. *The Main Streams of Chinese Philosophy and Religion*. (4) (Also listed as Religion 380.)

Politics

- 246. *Politics and Policies in South Asia*. (4)
- 247. *Islam and Politics*. (4)
- 248. *Government and Politics of China*. (4)
- 249. *Government and Politics of Japan*. (4)
- 259. *The Arab-Israeli Confrontation*. (4)
- 260. *East Asian International Relations*. (4)

Religion

- 161. *World Religions*. (2,2)
 - (a) Buddhism
 - (b) Primal Religion (Taoism and Native American)
 - (c) Hinduism
 - (d) Islam
- 380. *The Main Streams of Chinese Philosophy and Religion*. (4) (Also listed as Philosophy 253.)

Speech Communication

- 371. *Comparative Communication*. (2,4)
 - (a) Japan



Biology

William E. Conner, Chair

Babcock Professor of Botany Mordecai J. Jaffe

Wake Forest Professors Gerald W. Esch, Raymond E. Kuhn

Professors Ralph D. Amen, Ronald V. Dimock Jr.,

Herman E. Eure, Peter D. Weigl

Associate Professors Nina Stromgren Allen, Carole L. Browne,

Robert A. Browne, William E. Conner, Hugo C. Lane, Wayne L. Silver

Assistant Professors David J. Anderson, James F. Curran,

Kathleen A. Kron, Gloria K. Muday

Adjunct Professors J. Whitfield Gibbons, Harold O. Goodman,

Terry C. Hazen, Stephen H. Richardson

Adjunct Associate Professor Margaret Mulvey

Adjunct Assistant Professor John M. Aho

At the end of the sophomore year a student electing to major in biology meets with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 112, 113, 114, in any order, and at least three 300-level 5-credit biology courses. Co-major requirements are Chemistry 111 and 116 and two additional courses in the physical sciences.

For students declaring majors in the spring, the requirements for a major are a minimum of forty-one credits in biology. A minimum grade average of C on all courses attempted in biology at Wake Forest University is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirement at that time.)

A minor in biology requires twenty credits. Courses taken pass/fail cannot count toward a minor. A minimum overall grade average of C must be earned on all Wake Forest University biology courses taken to complete a minor.

Prospective majors are strongly urged to select their first course in biology from among Biology 112, 113 and 114 (any order). Most prospective majors also should take Chemistry 111-116 as freshmen; the majority continue with Chemistry 221 and 222 (organic chemistry) as sophomores.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in his/her biology courses. In addition, the student must submit an honors paper (written in the form of a scientific paper) describing the research which must be defended before his/her advisory committee. Specific details regarding the honors program, including selecting

an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental undergraduate studies committee.

All 300-level courses have the 112-114 series as prerequisites. Any exceptions to this arrangement must be approved by the chair of the department.

111. Biological Principles. (5) A study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. Course may count for major credit in biology, but is intended for students with little or no previous experience in biology. Lab—three hours.

112. Comparative Physiology. (5) An introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

113. Evolutionary and Ecological Biology. (5) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

114. Cellular and Molecular Biology. (5) An introduction to the principles and processes of cellular and molecular biology including molecular organization of cellular structures, energetics, metabolism, and regulation of cellular functions. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

301-305. Topics in Biology. (1-5) Seminar and/or lecture courses in selected topics, some involving laboratory instruction.

312. Genetics. (5) A study of the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered special topics include mechanisms of genetic change, the genetics of development, and population genetics. The lab stresses analytical methods through problem solving and by demonstrations of modern genetic techniques. P—Biology 112-114.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution. P—Biology 112-114.

315. Biology of Stress. (4) A lecture course involving a study of the ways in which plants and animals react to and cope with abiotic stresses. Foci include mechanisms at the ecological, organismic, cellular and molecular levels. A term paper is required, reviewing the literature in some area covered by the course. Credit not allowed for both Biology 315 and 316. P—Biology 112-114.

316. Biology of Stress. (5) A lecture and laboratory course involving a study of the ways in which plants and animals react to and cope with abiotic and biotic stresses. Foci include mechanisms at the ecological, organismic, cellular and molecular levels. A laboratory

project implementing the scientific method and designed to produce new knowledge is required. Credit not allowed for both Biology 315 and 316. P—Biology 112-114.

318. Gender and Science. (3) Lectures and seminars examining the historical and contemporary interactions of women and science. Topics include contributions of women scientists, a feminist analysis of scientific methodology, and gender issues in science. This course may *not* be taken for major or minor credit in biology, but may be taken towards the minor in Women's Studies.

320. Comparative Anatomy. (5) A study of chordate animals, with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab—four hours. P—Biology 112-114.

321. Parasitology. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—Biology 112-114.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. (May count as biology or psychology but not both; choice to be made at registration.) P—Permission of instructor.

326. Microbiology. (5) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Covered special topics include microbial ecology, industrial microbiology, and medical microbiology. The lab emphasizes microbial diversity through characterizations of isolates from nature. P—Biology 112-114.

328. Vascular Plants. (5) A comparative survey of the vascular plants, with emphasis on structure, reproduction, classification, and phylogeny. Lab—four hours. P—Biology 112-114.

331. Invertebrates. (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—Biology 112-114.

333. Vertebrates. (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours. P—Biology 112-114.

335. Insect Biology. (5) A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—Biology 112-114.

338. Plant Systematics. (5) A study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis. P—Biology 112-114.

339. Principles of Biosystematics. (5) An exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data and cladistic biogeography. Lab—three hours. P—Biology 112-114.

340. Ecology. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—Biology 112-114.

341. Marine Biology. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—Biology 112-114.

342. Aquatic Ecology. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours. P—Biology 112-114.

344. Ecological and Evolutionary Genetics. (4) Principles of genetics in the context of ecological and evolutionary studies, including micro- and macro-evolutionary processes. P—Biology 112-114. Permission of instructor.

345. Neurobiology. (4) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. P—Biology 112-114.

346. Neurobiology. (5) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. The laboratory will emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—Permission of instructor.

350. Biological Resources and the Environment. (4) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources will be examined. P—Biology 112-114 or permission of instructor.

351. Animal Physiology. (5) A lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. P—Biology 112-114.

352. Plant Physiology. (5) A study of the mechanisms by which various plant systems function, thematically structured around the plant life cycle. Lab—three hours. P—Biology 112-114.

354. Endocrinology. (4) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—Biology 112-114.

355. Avian Biology. (5) A lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—three hours. P—Biology 112-114.

360. Development. (5) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—Biology 112-114.

362. Immunology. (4) A study of the components and protective mechanisms of the immune system. P—Biology 112-114.

363. Sensory Biology. (4) A lecture course involving a study of the nature of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals. A term paper is required reviewing the literature in some area covered by the course. Credit not allowed for both Biology 363 and 364. P—Biology 112-114.

364. Sensory Biology. (5) A lecture and laboratory course involving a study of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals. A laboratory project implementing the scientific method and designed to produce new knowledge is required. Credit not allowed for both Biology 363 and 364. P—Biology 112-114.

365. Cell Motility. (5) A lecture and laboratory course exploring the movements in and of cells (for example: mitosis, cytoplasmic streaming, muscle contraction, nerve transport). Light and electron microscopic methods as well as biochemical and biophysical approaches to the study of cell motility will be discussed. Lab—three hours. P—Biology 112-114.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. (May count as either biology or anthropology but not both; choice to be made at registration.) P—Permission of instructor.

370. Biochemistry I. Enzymes and Metabolism. (4) A lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics will include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, and regulation of metabolic pathways. P—Biology 112-114.

371. Biochemistry I. Enzymes and Metabolism Laboratory. (1) The laboratory will emphasize approaches to isolation and analysis of both proteins and nucleic acids. Lab—three hours. P—Biology 112-114, P—or C—Biology 370. This course, paired with Biology 370, may be used as one of the three 300-level 5-credit courses required for the major.

372. Biochemistry II. Molecular Biology. (5) An analysis of the molecular mechanisms by which stored genetic information directs cellular development. Emphasis will be placed on storage and transmission of genetic information, regulation of gene expression, and the

role of these processes in development. The laboratory will focus on modern techniques of recombinant DNA analysis. Lab—three hours. P—Biology 112-114 and 370.

373. Techniques in Electron Microscopy. (5) An introduction to the electron microscope as an experimental tool in biology. Includes instruction in common techniques used in the field and lecture on recognition and interpretation of cellular ultrastructure. Lab—three hours. P—Biology 112-114.

375. Optical Methods in Biological Sciences. (5) Methods in light and electron microscopy including specimen preparation, image generation and recording. Students will learn the basic techniques of photography (developing and printing), fixation and sectioning of specimens, and video-enhanced, computer-generated imaging as well as image and motion analysis. Lab—three hours. P—Biology 112-114.

376. Ichthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours. P—Biology 112-114.

380. Biostatistics. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. May count as biology or anthropology but not both; choice to be made at registration. A student who receives credit for this course may not also receive credit for Anthropology 380, Business 201, Mathematics 109, or Sociology 380.

381. Biostatistics Laboratory. (1) Application of computer-based statistical software. P—Biology 112-114, P—or C—Biology 380. This course, paired with Biology 380, may *not* be used to satisfy one of the three 300-level 5-credit courses required for the major.

382. Behavioral Ecology. (5) A lecture and laboratory course analyzing behavioral solutions to challenges faced by animals in nature, emphasizing the role of natural selection in shaping behavior. Topics include mating systems, optimal foraging, sociobiology, parental care, and evolution of sexual reproduction. P—Biology 112-114 or permission of instructor.

385. Cellular Physiology. (5) In-depth examination of current topics in cell biology such as cellular signalling, the extracellular matrix, biogenesis of mitochondria and chloroplasts, control of cell division, protein sorting in the Golgi, protein translocation across membranes, and molecular motors. Lab—three hours. P—Biology 112-114.

391, 392. Research in Biology. (2,2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/fail or for grade at discretion of the instructor. P—Permission of instructor.

393, 394. Research in Biology. (2,2) Courses designed for students who wish to continue research projects beyond Biology 391 and 392. Pass/fail optional. Not to be counted toward major. P—Permission of instructor.

396. Biomedical Ethics. (4) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research, and current controversies in health care and medical practice. P—Biology 112-114.

397. Seminar in Biology. (2-4) Consideration of major biological topics through intensive reading and discussions. P—Biology 112-114.

Chemistry

Willie L. Hinze, Chair

Wake Forest Professors Roger A. Hegstrom, Willie L. Hinze

Professors Phillip J. Hamrick Jr., Charles F. Jackels,

Susan C. Jackels, Gordon A. Melson, Ronald E. Noftle

Associate Professors Huw M. L. Davies, Dilip K. Kondepudi, Mark E. Welker

Assistant Professors James C. Fishbein, N. Ganapathisubramanian,

Bradley T. Jones, Abdessadek Lachgar

Visiting Assistant Professor Philip S. Hammond

The department offers programs leading to the BA and BS degrees in chemistry and is on the list of departments certified by the American Chemical Society.

The bachelor of arts degree in chemistry includes Chemistry 111, 116, 221, 222, 341, 342 or 344 and 361; Mathematics 111, 112; and Physics 113, 114.

The bachelor of science degree in chemistry includes Chemistry 111, 116, 221, 222, 334, 341, 344, either 351 or 356/357, 361, 381, 382, 383, 391 or 392; Mathematics 111 and 112 and either 113 or 301; and Physics 113 and 114.

Additional mathematics and science courses are strongly recommended for BS degree candidates. The number and selection of these courses depends on the professional goals of the individual student. Examples of these courses are Mathematics 302 and 304; Physics 161 and 164; and Biology 370 and 371.

The department also offers a five-year BA/MS degree program. Students qualifying for the program may receive a tuition scholarship in the senior year. For information consult the department chair.

A minor in chemistry requires twenty-three credits in chemistry and must include at least one of the following courses: 334, 341, 342 or 344, 351, 356/357, 361, 362. The department will not accept courses taken pass/fail to count toward the minor.

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only. Majors are also required to complete on a letter-grade basis the required physics and mathematics courses.

A minimum grade-point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum GPA of 2.0 in their chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must

satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

For the BS major, the following schedule of chemistry and related courses is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chemistry 111, 116 Mathematics 111, 112	Chemistry 221, 222 Physics 113, 114	Chemistry 341, 342 Chemistry 383 Chemistry 391 or 392 Mathematics or Science	Chemistry 334 Chemistry 361 Chemistry 300-Level Elective

For the BA major the following schedule of chemistry and related courses is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chemistry 111, 116 Mathematics 111, 112	Chemistry 221, 222 Physics 113, 114	Chemistry 341, 342	Chemistry 361

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

Students electing laboratory courses in chemistry are required to pay for breakage and for certain consumable materials as determined by the department.

111. College Chemistry. (5) Fundamental chemical principles. Laboratory covers experimental aspects of basic concepts. Lab—three hours.

116. Equilibrium and Analysis. (5) Fundamental principles of equilibrium as applied to inorganic and generalized acid-base systems. Laboratory covers aspects of quantitative and inorganic qualitative analysis. Lab—three hours. P—Chemistry 111.

221, 222. Organic Chemistry. (5, 5) Principles and reactions of organic chemistry. Lab—four hours. P—Chemistry 116.

301, 302. Elective Research. (0,0) P—Permission of instructor. *Summers only.*

334. Chemical Analysis. (5) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours. C—Chemistry 341.

341. Physical Chemistry I. (5) Fundamentals of equilibrium thermodynamics and electrochemistry, phenomenological kinetics, and introductory computational methods. Lab—four hours. P—Chemistry 116, Math 111, Physics 113-114. C—Math 112.

342. Physical Chemistry IIA. (5) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—Chemistry 341, Math 111-112, Physics 113-114.

344. Physical Chemistry IIB. (5) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—Chemistry 341, Math 111-112 and 301 (or 113), Physics 113-114.

351. Special Topics in Biochemistry. (4) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action. P—Chemistry 222.

356,357. Chemical Spectroscopy. (2,2) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis will vary. Seven-week courses. P—Chemistry 342 or 344, 361, or permission of instructor.

361. Inorganic Chemistry. (5) Principles and reactions of inorganic chemistry. Lab—four hours. P—Chemistry 342 or 344.

381, 382. Chemistry Seminar. (0,0) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

383. Chemical Literature. (1) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—Chemistry 222.

391, 392. Undergraduate Research. (2,2) Undergraduate research. Lab—eight hours.



Classical Languages

John L. Andronica, Chair

Professors John L. Andronica, Robert W. Ulery Jr.

Assistant Professors Mary L. B. Pendergraft, James T. Powell

The Department of Classical Languages offers three majors: Greek, Latin, and classical studies. Minors are offered in Greek, Latin, and classical studies.

A major in Greek requires forty credits in the department. Thirty-two of these credits must be in the Greek language. Classics 270 is also a requirement.

A minor in Greek requires twenty-five credits: Greek 111-112, 153, 211, and either 212 or 231; and Classics 270.

A major in Latin requires thirty-two credits in the department beyond Latin 153. Twenty-four of these credits must be in Latin courses. Classics 271 also is a requirement, and Classics 270 is recommended.

A minor in Latin requires three 200-level courses in Latin; Classics 271; and one additional course (three or four credits) in Greek or Latin or classics.

A major in classical studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the department. A maximum of forty-eight credits in the department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 (*Ancient Art*), Classics 265 (*Greek Literature*), Classics 272 (*Latin Literature*), Classics 270 (*Greek Civilization*), and Classics 271 (*Roman Civilization*).

A maximum of sixteen credits may be taken in the following: Art 244 (*Greek Art*), 245 (*Roman Art*), 246 (*Greek and Roman Architecture*), 252 (*Romanesque Art*); History 215, 216 (*The Ancient World*); Philosophy 201 (*Ancient and Medieval Philosophy*), 230 (*Plato*), 231 (*Aristotle*); Politics 271 (*Plato, Aristotle, and Classical Political Philosophy*), 274 (*Noble Greeks and Romans*); Religion 311 (*Poetic Literature of the Hebrew Bible*), 314 (*Ancient Israel and Her Neighbors*), 363 (*Hellenistic Religions*); Hebrew 111, 112, 153, 211. Other courses may be allowed with the permission of the department.

A minor in classical studies requires five courses in addition to Latin or Greek 153: Classics 265, 272, and either 270 or 271; and two additional courses (8 credits) in Greek, Latin, classics, or other courses allowed by the department.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin or Greek is required. For additional information, members of the departmental faculty should be consulted.

Greek

- 111, 112. Elementary Greek.** (5,5) Greek grammar; selections from Greek prose writers and poets.
- 153. Intermediate Greek.** (4) Grammar and selected readings.
- 211. Plato.** (4) Selections from the dialogues of Plato.
- 212. Homer.** (4) Selections from the *Iliad* and the *Odyssey*.
- 221. Greek Readings.** (2,3, or 4) A course designed to meet individual needs and interests.
- 231. The Greek New Testament.** (4) Selections from the Greek New Testament.
- 241. Greek Tragedy.** (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.
- 242. Greek Comedy.** (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.
- 291, 292. Honors in Greek.** (2,2) Directed research for honors paper.

Latin

- 111, 112. Elementary Latin.** (4,4) Introduction to Latin grammar.
- 113. Intensive Elementary Latin.** (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.
- 153. Intermediate Latin.** (5) Grammar review and selected readings.
- 211. Introduction to Latin Poetry.** (4) Readings primarily from Virgil's *Aeneid*, with an introduction to literary criticism.
- 212. Introduction to Latin Prose.** (4) Readings primarily from the orations of Cicero, with attention to the elements of rhetoric in Roman public discourse.
- 216. Roman Lyric Poetry.** (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace.
- 221. Roman Historians.** (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography.
- 225. Roman Epistolography.** (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid.
- 226. Roman Comedy.** (4) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques.
- 231. Roman Elegy.** (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition.

241. Roman Satire. (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire.

243. Latin Readings. (2,3, or 4) A course designed to meet individual needs and interests.

250. Prose Composition. (2) Exercises in writing of Latin prose, with an introduction to prose stylistics.

398,399. The Teaching of Latin. (4,4) A reading course and workshop in problems of Latin pedagogy and the secondary Latin curriculum, designed to meet the needs and interests of selected students.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

261. Seminar in Poetry of the Republican Period. (3)

262. Seminar in Prose of the Republican Period. (3)

281. Seminar in Augustan and Later Poetry. (3)

282. Seminar in Augustan and Later Prose. (3)

291, 292. Honors in Latin. (2, 2) Directed research for honors paper.

Classics

151. Ethics in Greece and Rome. (2) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is *not* required.

220. Greek and Latin in Current Use. (3) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabularies (e.g., scientific and legal). A knowledge of the Greek and Latin languages is *not* required.

251. Classical Mythology. (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studied in their literary context. A knowledge of the Greek and Latin languages is *not* required.

252. Women in Antiquity. (3,4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contribution to society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.

253. Greek Epic Poetry. (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. A knowledge of the Greek language is *not* required.

254. Roman Epic Poetry. (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Virgil, Ovid, and Lucan. A knowledge of the Latin language is *not* required.

263. Tragic Drama. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.

264. Greek and Roman Comedy. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is *not* required.

265. A Survey of Greek Literature. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.

270. Greek Civilization. (3) Lectures and collateral reading on those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is *not* required.

271. Roman Civilization. (3) Lectures and collateral reading on the general subject of Rome's contribution to the modern world. A knowledge of the Latin language is *not* required.

272. A Survey of Latin Literature. (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is *not* required.

279. Studies in Roman Biography. (2,3, or 4) A study in depth of a key figure of Roman history using the evidence of history, literature, numismatics, and epigraphy as well as art and archeology when appropriate. A knowledge of the Latin language is *not* required.

280. Topics in Greek History. (4) The course will examine three central events in Greek history: the Persian War (490-479 B.C.), the Peloponnesian War (431-404 B.C.), and the career of Alexander the Great (356-323 B.C.), through close study of the works of Herodotus and Thucydides and of the Alexander tradition. Particular attention will be devoted to literary form and historiographical method. A knowledge of the Greek language is *not* required.

285. Interdisciplinary Seminar in the Greco-Roman World. (4) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also offered by the Department of Religion as Religion 285. Course may be repeated for credit.

288. Individual Study. (2,3, or 4)

291, 292. Honors in Classical Studies. (2,2) Directed research for honors paper.

Cultural Resource Preservation

(Interdisciplinary Minor)

Ned Woodall (Anthropology), Coordinator

The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in Cultural Resource Preservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires History 366, *Studies in Historic Preservation* (4) and four other courses for a total of twenty credits, distributed among at least three departments. The following courses may be included in the minor. (See course descriptions under appropriate listings.)

Anthropology

- 152. *General Anthropology II: Cultural Anthropology*. (4) (May count as a Division IV requirement.)
- 300. *Museum Practicum*. (4)
- 310. *Museum Design and Operation*. (4)
- 370. *Old World Prehistory*. (4)
- 374. *Prehistory of North America*. (4)
- 378. *Conservation Archeology*. (4)
- 381, 382. *Archeological Research*. (4,4)

Art

- 233. *American Architecture*. (4)
- 275. *History of Landscape Architecture*. (4)
- 288. *Modern Architecture*. (4)
- 293. *Practicum*. (4)

History

- 381, 382. *Preservation Practicum I, II*. (4,4)
- 398. *Individual Study*. (1-4)

Sociology

- 151. *Principles of Sociology*. (4) (May Count as a Division IV requirement.)
- 205. *Photography in the Social Sciences*. (4)

Students intending to minor in Cultural Resource Preservation should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

Early Christian Studies

(Interdisciplinary Minor)

Mary Pendergraft (Classics) and

Kenneth G. Hoglund (Religion), Coordinators

The interdisciplinary minor in Early Christian Studies requires twenty-two to twenty-three credits. The student must take Greek 231, *The Greek New Testament* (4); Religion 112, *Introduction to the New Testament* (4), or 164, *The Formation of the Christian Tradition* (4); Classics 270, *Greek Civilization* (3), or 271, *Roman Civilization* (3); and Classics/Religion 285, *Interdisciplinary Seminar in the Greco-Roman World* (4). The student must take two additional courses, with no more than one from any one department, from the following list. (See course descriptions under appropriate listings.)

Art

- 241. *Ancient Art*. (4)
- 244. *Greek Art*. (4)
- 245. *Roman Art*. (4)
- 296. *Art History Seminar*. (2,4)
 - a. Ancient Art
 - b. Medieval Art

Classics

- 270. *Greek Civilization*. (3)
- 271. *Roman Civilization*. (3)
- (whichever is not used to satisfy the requirement for the Early Christian Studies minor)

History

- 215, 216. *The Ancient World*. (4,4)

Philosophy

- 232. *Ancient and Medieval Philosophy*. (4)

Religion

- 319. *Visions of the End: Jewish and Christian Apocalyptic*. (4)
- 320. *Jesus and the Synoptic Gospels*. (4)
- 322. *The General Epistles*. (4)
- 326. *Early Christian Theologians: Paul*. (4)
- 327. *Early Christian Theologians: the Fourth Evangelist*. (4)
- 328. *The New Testament and Ethics*. (4)
- 363. *Hellenistic Religions*. (4)

East Asian Languages and Literatures

Janice Bardsley, Coordinator
Assistant Professors Janice Bardsley and Patrick Moran

Courses are offered in the Chinese and Japanese languages to meet the basic requirements in language. In addition, students may study abroad with Wake Forest programs in China and Japan.

Chinese

Chinese 111, 112. Elementary Chinese. (5,5) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required.

Chinese 151, 152. Intermediate Chinese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Chinese 112 or equivalent.

Chinese 199. Individual Study. (1-4) P—Permission of instructor.

Chinese 211. Wen-xue: Introduction to Literature Written in Chinese. (4) Readings in Chinese in prose and poetry. P—Chinese 152 or permission of instructor. Satisfies a Division I requirement.

***Humanities 221. Introduction to Chinese Literature.** (4)

***Humanities 348. Chinese Revolutionary Literature to 1948.** (2)

***Humanities 349. Chinese Liberation Literature since 1948.** (2)

***Humanities 350. Modern Chinese Literature.** (2)

***Philosophy 253. Main Streams of Chinese Philosophy and Religion.** (4)

Japanese

Japanese 111, 112. Elementary Japanese. (5,5) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required.

Japanese 151, 152. Intermediate Japanese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Japanese 112 or equivalent.

Japanese 199. Individual Study. (2-4) P—Permission of instructor.

Japanese 211. Bungaku: Introduction to Literature Written in Modern Japanese. (4) Readings in Japanese in prose and poetry. P—Japanese 152 or permission of instructor. Satisfies a Division I requirement.

***Humanities 219. Introduction to Japanese Literature. (4)**

***Humanities 347. Women Writers in Japanese Society. (4)**

**See the appropriate listings for descriptions and prerequisites of courses given in English.*

East Asian Studies

(Foreign Area Study)

Win-Chiat Lee (Philosophy), Coordinator

East Asian Studies requires twenty-four credits, which must be taken from at least three different departments. One of these must be either Chinese 211 or Japanese 211. Although Asian Studies 381, *Independent Research in Asian Studies*, may be repeated for credit, only four of these credits can apply toward East Asian Studies. Appropriate credit in East Asian Studies may also may be obtained by study in China through the SASASAAS/Wake Forest program or in Japan through the Wake Forest/Tokai University program, or through other Wake Forest approved courses of study in Asia. Study abroad is strongly encouraged but not required. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

Anthropology

354. *Peoples and Cultures of China. (4)*

Asian Studies

381. *Independent Research in Asian Studies. (2-4)*

Chinese Language and Literature

111,112. *Elementary Chinese. (5,5)*

151, 152. *Intermediate Chinese. (5,5)*

199. *Individual Study. (1-4)*

211. *Wen-xue: Introduction to Literature Written in Chinese. (4)*

History

310. *Seminar. (4)*

341. *History of Women in Modern Asia. (4)*

343. *Imperial China. (4)*

344. *Modern China. (4)*

347. *Japan Since World War II. (4)*

348. *Modern Japan. (4)*

Humanities

219. *Introduction to Japanese Literature. (4)*

221. *Introduction to Chinese Literature. (4)*

347. *Women Writers in Japanese Society. (4)*

348. *Chinese Revolutionary Literature to 1948. (2)*

349. *Chinese Liberation Literature since 1948. (2)*

350. *Modern Chinese Literature. (4)*

Japanese Language and Literature111, 112. *Elementary Japanese*. (5,5)151, 152. *Intermediate Japanese*. (5,5)199. *Individual Study*. (2-4)211. *Bungaku: Introduction to Literature Written in Modern Japanese*. (4)**Philosophy**253. *The Main Streams of Chinese Philosophy and Religion*. (4) (Also listed as Religion 380.)**Politics**248. *Government and Politics of China*. (4)249. *Government and Politics of Japan*. (4)260. *East Asian International Relations*. (4)292. *Seminar in Comparative Politics*. (4)**Religion**161. *World Religions*. (2,2)

a. Buddhism

b. Primal Religion (Taoism and Native American)

380. *The Main Streams of Chinese Philosophy and Religion*. (4) (Also listed as Philosophy 253.)**Speech Communication**371. *Comparative Communication*. (2,4)

a. Japan

East European Studies

*(Foreign Area Study)***Perry Patterson (Economics), Coordinator**

Russian 215 or 216 is required, plus twenty-four credits from the following list. (See course descriptions under appropriate listings.)

Anthropology350. *European Peasant Communities*. (4)**Economics**253. *Economics of Communism*. (4)**History**331. *Russia: Origins to 1917*. (4)332. *History of the Soviet Union*. (4)**Humanities**215. *Germanic and Slavic Literature*. (4) (Satisfies a Division I requirement.)218. *Eastern European Literature*. (4) (Satisfies a Division I requirement.)

Politics

232. *Government and Politics in the Russian Empire, the Soviet Union, and the Transitional Period.* (4)

Russian

Four additional credits at the 200-level.

With the approval of the coordinator, students also may take relevant seminars, colloquia, or independent studies in any of the above departments.

Economics

J. Daniel Hammond, Chair

Reynolds Professor John H. Wood

**Professors David G. Brown, Donald E. Frey, J. Daniel Hammond,
John C. Moorhouse**

**Associate Professors Claire Holton Hammond, Michael S. Lawlor,
Perry L. Patterson**

Adjunct Associate Professor Gary R. Albrecht

Assistant Professors Allin Cottrell, Paul F. Huck, Robert M. Whaples

Visiting Assistant Professor J. Farley Ordovensky

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics consists of thirty-six credits in economics, including Economics 150, 205, 206, 207, and 208. The remaining economics courses are selected by the student and his or her adviser. A minimum grade of C is required in Economics 150, 205, and 207, and an overall C average in economics courses. The student also must take and pass Mathematics 109 and either Mathematics 108 or 111.

The minor in economics consists of twenty-four credits, including Economics 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

Economics majors with a grade average of at least 3.0 and 3.3 in economics may graduate with "Honors in Economics" by satisfying the research requirement of Economics 298. It is recommended but not required that Economics 297 be taken first.

The Department of Economics and the Department of Mathematics and Computer Science offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits,

affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Economics 150, 205, 207, 208, 215, 218; Mathematics 111, 112, 113, 121, 251; and three additional courses chosen with the approval of the program advisers. Recommended courses are Economics 206, 212, 223, 231, 232, 235, 251, 252, and Mathematics 253, 311, 312, 348, 352, 353, 357, and 358. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics and Computer Science. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematical Economics," a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

For the BA in economics the following schedule is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior*</i>	<i>Senior</i>
Lower Division requirements	Economics 150 Mathematics 108 or 111 Mathematics 109	Economics 205, 206 Economics 207, 208	Four electives in economics

**It is expected that economics majors will complete the intermediate theory sequences in their junior year.*

For the BS in mathematical economics the following schedule is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Mathematics 111, 112 Lower Division requirements	Economics 150 Mathematics 113, 121	Economics 205, 207 Economics 208, 215 Mathematics 251	Economics 218 Three electives in economics and/or mathematics

150. Introduction to Economics. (4) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment will be given to students with sophomore or upperclass standing.

205. Intermediate Microeconomics I. (4) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—Economics 150.

206. Intermediate Microeconomics II. (4) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—Economics 205.

207. Intermediate Macroeconomics I. (4) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips

curves. Emphasizes contributions of Keynes and the Keynesian tradition, including some attention to primary literature. P—Economics 150.

208. Intermediate Macroeconomics II. (4) Considers extensions of Keynesian theory, such as the post-Keynesians, and alternatives to Keynesian theory, such as monetarism, traditional classical, and new classical theories. More advanced tools of macroeconomic analysis may be introduced, for instance large forecasting models or dynamics. P—Economics 207.

212. Economic Forecasting. (4) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—Economics 150. C—Economics 207.

215. Introduction to Econometrics. (4) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—Economics 205, 207 and Mathematics 109 or 121.

218. Seminar in Mathematical Economics. (4) Calculus and matrix methods used to develop basic tools of economic analysis. P—Economics 205, 207 and Mathematics 111, 112.

221. Public Finance. (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—Economics 150. C—Economics 205.

222. Monetary Theory and Policy. (4) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—Economics 207.

223. Financial Markets. (4) A study of the functions, structure, and performance of financial markets. P—Economics 205, 207.

224. Law and Economics. (4) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—Economics 205.

225. Public Choice. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—Economics 205.

231. Economics of Industry. (4) Analysis of the link between market structure and market performance in U.S. industries from theoretical and empirical viewpoints. Examines the efficiency of different firm practices including mergers and cartels. Case studies include automobiles, steel, agriculture, computers, sports, and telecommunications. P—Economics 150. C—Economics 205.

232. Business and Government. (2,4) Analysis of the logic and effectiveness of various regulatory instruments used by government to affect the structure and performance of industry. Principal topics include economic regulation of natural monopoly, antitrust policy, and deregulation in transportation and other industries. P—Economics 150. C—Economics 205.

235. Labor Theory. (4) A survey of neoclassical labor economics. Includes recent developments in the macroeconomics of the labor market, including expectations and wage inflation and the wage-productivity-price relationship. P—Economics 205, 207.

246. Urban Economics. (4) Application of economic theory to suburbanization, land values, urban decay and redevelopment, zoning, location decisions of firms and households, and metropolitan fiscal problems. P—Economics 205.

248. Resource Economics. (4) The economic theory of natural resource allocation and environmental quality. P—Economics 205.

251. International Trade. (4) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—Economics 205.

252. International Finance. (4) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—Economics 205, 207.

253. Economics of Communism. (4) A theoretical and institutional examination of several non-capitalist economies, with special reference to the Soviet Union, the People's Republic of China, and Eastern Europe. P—Economics 150.

258. Economic Growth and Development. (4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—Economics 205, 207.

261. American Economic Development. (4) The application of economic theory to historical problems and issues in the American economy. P—Economics 150.

262. History of Economic Thought. (4) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—Economics 205, 207.

265. Economic Philosophers. (2,4) An in-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—Economics 205, 207.

270. Current Economic Issues. (2,4) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomics events, government budget deficits, banking insurance, corporate takeovers, international economic rivalries, economic differences by race and gender, health care, welfare, labor unions, legal reform, global warming and others. P—Economics 150.

271, 272. Selected Areas in Economics. (1,2,4; 1,2,4) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—Economics 205, 207.

290. Individual Study. (2,4) Directed readings in a specialized area of economics. P—Permission of instructor.

297. Preparing for Economic Research. (2) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—Permission of instructor.

298. Economic Research. (4) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education

Joseph O. Milner, Chair

**Professors John P. Anderson, Patricia M. Cunningham,
Thomas M. Elmore, Samuel T. Gladding, John H. Litcher,**

Joseph O. Milner, Linda N. Nielsen, J. Don Reeves

Associate Professors Robert H. Evans, Leonard P. Roberge

**Assistant Professors Leah P. McCoy, Mary Lynn B. Redmond,
Loraine M. Stewart**

Lecturers G. Dianne Mitchell, Marianne A. Schubert

Research Associate Shelley L. Olson

Visiting Instructor Marjorie Johnson

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers and other professional school personnel. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students.

Prospective elementary, science, and social studies teachers earn certification in those broad areas and major in education. Prospective secondary teachers earn a professional minor in education and major in other departments. In addition to the professional program, the department provides elective courses open to all students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A Teacher's Certificate to graduates who have completed an approved program, including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the chair of the department or deputy.

Students who have graduated from an institution of higher education but have not completed an approved certification program may seek admission to the department in order to complete the Class A Certificate.

Admission Requirements. Application for admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department's certification officer, being interviewed, and being officially approved by the department. In addition, the North Carolina State Department of Public Instruction requires teacher education program applicants to successfully complete the General Knowledge and Communication Skills Sections of the National Teachers' Examination before being formally admitted. All candidates for admission must have a 2.5 GPA at the time of formal admission.

Program Area Goals. The goals and objectives for each certification area are available in the department's certification office.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of

professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary certification, the majority of the professional work is taken during one semester of the senior year. Candidates for the elementary certificate may begin course work required for certification as early as the sophomore year.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of two field experience courses and the foundations of education course; (3) formal admission to the teacher education program.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student teaching experience and the block of courses preparatory to that experience in the schools. Students may not take other courses during this semester without the approval of the department chair.

Exit Requirements. Students must maintain a 2.5 GPA while enrolled in the teacher education program, and complete the program with a minimum GPA of 2.5. The North Carolina State Department of Public Instruction requires candidates for professional certification to successfully complete the Professional Knowledge Section and the area exam of the NTE.

Teaching Area Requirements

Secondary Certificate

English—Thirty-six credits, including 287, 323, and 390 or its equivalent.

French—Certification in K-12 in French: Thirty-six credits above French 213, including French 216, 217, 219, 220, 222, 224, or their equivalents; two of the following courses: 221, 223, 229.

Spanish—Certification in K-12 in Spanish: Thirty-six credits above Spanish 213, including Spanish 217, 218, 219, 220, 222, 223, 224, or their equivalents; plus one additional advanced course in Spanish literature and one in Spanish-American literature.

German—Certification in K-12 in German: Thirty-seven credits beyond German 112 or 113, including German 215, 216, 217, 218, 219, 220, 221.

Latin—The requirements are the same as those for the major in Latin.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 331; four credits from 311, 317, or 357; at least two additional 300-level courses. If the student does not elect 357, it is recommended that he/she take 109.

Music—Forty-eight credits, including Music 171, 172, 173, 174, 181, 182, 186, 187, 188; Education 280, 282, 284, 289, and 354.

Science—Certification in the individual fields of science: biology (forty-one credits), chemistry (thirty-five credits), or physics (thirty-seven credits). *All* credits must be from the same courses required for majors in those fields.

Social Studies—Forty credits, including twenty-four credits in history, with course work in United States, European, and Third World history; sixteen credits with one course in economics, geography, politics, and anthropology or sociology.

Education courses required for a secondary certificate include Education 201, 202, 203, 311, 314, 354, 364, and 383. (Education 201, 202, 203 are replaced by 361, 362, 363 respectively for students with graduate or unclassified standing.) In addition to these requirements, students seeking K-12 certification in foreign languages must take Education 313 and 390. In addition, they will take either Education 250 or 364.

Elementary Certificate

A major in elementary education requires 48 credits in education including Education 201, 202, 203, 221, 222, 250, 271, 293, 294, 295, 296, 298, 311, 313, and 383 and an academic concentration in English, mathematics, science, or social studies. Additional requirements for an Elementary Education Teaching Certificate include eight credits in language arts; eight credits in social studies; four credits in biology; four credits in physical science; four credits in mathematics; four credits in music or art; and six credits in health and sport science (including HSS 223).

Education Minor

A minor in professional education requires Education 201, 202, 203, 311, 314, 354, 364, 383, and is awarded only to students in the teacher education program.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only.

203. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 202.

221. Children's Literature and Reading. (4) A survey of the types of literature appropriate for the elementary grades and an investigation of the basic problems in reading. P—Permission of instructor.

222. The Arts in the Elementary Grades. (2) The development of skills in music, movement, and fine arts, appropriate to the elementary grades. P—Permission of instructor.

223. Health and Physical Education for the Elementary Grades. (4) The development of physical education skills appropriate for the elementary grade teacher and an understanding of the personal and community health needs appropriate for the grade level. P—Education 201 or permission of instructor.

231. Adolescent Literature. (4) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.

250. Student Teaching: Elementary. (6) Supervised teaching experience in grades K-6. Pass/fail. P—Permission of instructor.

271. Geography: The Human Environment. (4) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization.

272. Geography Study Tour. (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.*

273. Geography: The Natural Environment. (4) A systematic study of the major components of physical geography with special emphasis on climate and topography.

274. Environmental Studies. (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions.

280. Orchestration. (4) A study of the orchestra and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscripts skills. *Offered in alternate years, spring semester of even years.* P—Music 174, 182.

281. Public Life and the Liberal Arts. (4) The course will be devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. *Politics and the Arts* and *Theory and Practice in Public Life* are representative topics.

282. Conducting. (4) A study of choral and instrumental conducting techniques, including practical experience with ensembles. *Offered spring semester of odd years.* P—Music 174 or permission of instructor.

284. Music Literature Seminar. (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. Course may be repeated. P—Permission of instructor.

- a. Instrumental Literature
- b. Choral Literature
- c. Piano Literature

- d. Guitar Literature
- e. Vocal Literature

289. Ensemble Methods. (2) A practical study of choral and instrumental techniques. Discussion of tonal development, administration, bibliography, choral and instrumental repertoire, marching band, and instrumental problems. *Spring.* P—Music 101 or 102 or permission of instructor.

293. Elementary School Curriculum: Theory and Practice. (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment. P—Permission of instructor.

294. Methods and Materials for Teaching Language Arts. (3) A survey of the basic materials, methods, and techniques of teaching language arts in the elementary grades. P—Permission of instructor.

295. Methods and Materials for Teaching Social Studies. (3) A survey of the basic materials, methods, and techniques of teaching social studies in the elementary grades. P—Permission of instructor.

296. Methods and Materials for Teaching Mathematics. (2) A survey of the basic materials, methods, and techniques of teaching mathematics in the elementary grades. P—Permission of instructor.

297. Trends and Issues in American Schools. (2) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

298. Methods and Materials for Teaching Science. (2) A survey of the basic materials, methods, and techniques of teaching science in the elementary grades. P—Permission of instructor.

301. Microcomputer and Audiovisual Literacy. (4) An introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.

302. Production of Instructional Methods. (4) Methods of producing instructional materials and other technological techniques. P—Education 301.

303. History of Western Education. (4) Educational theory and practice from ancient times through the modern period, including American education.

304. Theories of Education. (4) Contemporary proposals for educational theory and practice studied in the context of social issues.

305. Sociology of Education. (4) A study of contemporary society and education, including goals and values, institutional culture, and the teaching/learning process.

306. Studies in the History and Philosophy of Education. (4) A study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.

311. Educational Psychology. (4) The theories, processes, and conditions of effective teaching/learning. P—Education 201 or permission of instructor.

313. Human Growth and Development. (4) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

314. The School and Teaching. (4) Organization of the school system; bases of education; the curriculum; major problems of education and teaching; the role of the teacher; psychological aspects of teaching. P—Education 201 and permission of instructor.

341. Principles of Counseling and Guidance. (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in education, business, and community service agencies. P—Permission of instructor.

351. Adolescent Psychology. (4) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

354. Methods and Materials. (4) Methods, materials, and techniques used in teaching the various subjects. P—Education 201 and permission of instructor.

361. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

362. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only.

363. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 362.

364. Field Experience Three: Secondary/Student Teaching. (6) Supervised teaching experience in grades 6-12. Pass/fail. P—Permission of instructor.

383. Reading, Writing, and Computers in the Content Areas. (3) An introduction to using reading, writing, and computers to help students learn content-area information at all grade levels. Strategies for adjusting instruction and developing literacy for all students will be emphasized.

387. Tutoring Writing. (2) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. (Strongly recommended for those interested in working in the Writing Center as peer tutors.) A student may not receive credit for both Education 387 and English 287.

390. Methods and Materials for Teaching Foreign Languages (K-6). (4) A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6.

391. Teaching the Gifted. (4) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (4) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (2,4) A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (4) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

396. Education in Business and Industry. (4) Educational concepts applied to programs in education and training in business/industrial settings.

English

Barry G. Maine, Chair

Professors John A. Carter Jr., Nancy J. Cotton, Andrew V. Ettin,

Doyle R. Fosso, James S. Hans, W. Dillon Johnston,

Robert W. Lovett, Dolly A. McPherson, William M. Moss,

Robert N. Shorter, Edwin Graves Wilson

Associate Professors Mary K. DeShazer, Philip Kuberski, Barry G. Maine,

Gillian R. Overing, Gale Sigal, Claudia N. Thomas

Assistant Professors Anne Boyle, Bashir El-Beshti, Scott Klein,

Elizabeth Petrino

Visiting Assistant Professors David Adams, Helen Emmitt, Lee Anna Lawrence,

Christopher Metress, Mary Anne Nunn, Thomas Peyser, Mark Sexton

Professor of Journalism Bynum G. Shaw

Lecturer Patricia A. Johansson

Poet-in-Residence Kate Daniels

Instructor Thomas McGohey

Visiting Instructor Marianne Eismann

The major in English requires a minimum of forty credits, at least thirty-two of which must be in advanced language and literature courses numbered 300 to 399. These courses must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and a major seminar, which must be taken no later than the spring semester of the junior year. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres.

A minor in English requires English 160 or 165 and English 170 or 175, plus twenty credits in advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade-point average of 3.5 in the major and 3.0 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

Lower Division Courses

11. Composition Review. (0) A tutorial in the essentials of standard usage and the basic principles of composition.

105. Introduction to Critical Reading and Writing. (4) Training in the fundamentals of written English and introduction to the activities basic to undergraduate study: critical reading and writing, interpretation, report, and discussion. Admission by placement only; does not satisfy the basic composition requirement.

***110. English Composition.** (4) Training in expository writing; frequent essays based upon readings.

***112. English Composition and Literature.** (4) Training in expository writing; frequent essays based on the reading of literature. P—Permission of department.

160. Introduction to British Literature. (4) Eight to ten writers representing different periods and genres.

165. Studies in British Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

170. Introduction to American Literature. (4) Emphasis on a minimum of seven writers of the nineteenth and twentieth centuries, including both prose and poetry.

175. Studies in American Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

** Either 110 or 112 is a prerequisite for all other courses in English unless the basic requirement is waived. Either course fulfills the basic requirement.*

210. Advanced Composition. (4) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

Journalism Courses

270. Introduction to Journalism. (4) Survey of the fundamental principles of news-gathering and newswriting; study of news and news values, with some attention to representative newspapers.

272. Editing. (4) A laboratory course in copy-editing, headline-writing, typography, and make-up; practice on video display terminal. P—English 270.

276. Advanced Journalism. (4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270.

278. History of Journalism. (4) A study of the development of American journalism and its English origins; detailed investigations of representative world newspapers.

284. The Essay. (2) Primarily for those interested in writing for publication, with concentration on writing various types of essays.

298. Internship. (2) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

Writing Courses

285. Poetry Workshop. (2) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (4) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.

287. Tutoring Writing. (2) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both Education 387 and English 287.

383, 384. Theory and Practice of Verse Writing. (4,4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles.

Advanced Language and Literature Courses

300. Seminar in the Major. (4) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.

301. Individual Authors. (2) Study of selected work from an important American or British author. May be repeated.

302. Ideas in Literature. (2) Study of a significant literary theme in selected works. May be repeated.

304. History of the English Language. (4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (4) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose.

310. The Medieval World. (4) Through the reading of primary texts, this course will examine theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance.

311. The Legend of Arthur. (4) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

312. Medieval Poetry. (4) The origin and development of poetic genres and lyric forms of Middle English.

315. Chaucer. (4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

320. British Drama to 1642. (4) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

323. Shakespeare. (4) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

325. Sixteenth-Century British Literature. (4) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

327. Milton. (4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.

328. Seventeenth-Century British Literature. (4) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

330. British Literature of the Eighteenth Century. (4) Representative poetry and prose, exclusive of the novel, 1700-1800, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends.

335. Eighteenth-Century British Fiction. (4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

336. Restoration and Eighteenth-Century British Drama. (4) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.

337. Studies in Eighteenth-Century British Literature. (4) Selected topics in eighteenth century literature. Consideration of texts and their cultural background.

340. Studies in Women and Literature. (4) A. The woman writer in society. B. Feminist critical approaches to literature.

350. British Romantic Poets. (4) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.

353. Nineteenth-Century British Fiction. (4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.

354. Victorian Poetry. (4) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.

360. Studies in Victorian Literature. (4) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.

362. Blake, Yeats, and Thomas. (4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.

364. Studies in Literary Criticism. (4) Consideration of certain figures and schools of thought significant in the history of literary criticism.

365. Twentieth-Century British Fiction. (4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.

366. James Joyce. (4) The major works by James Joyce, with an emphasis on *Ulysses*.

367. Twentieth-Century English Poetry. (4) A study of twentieth-century poets of the English language, exclusive of the U.S. Poets, will be read in relation to the literary and social history of the period.

368. Studies in Irish Literature. (4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.

369. Modern Drama. (4) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.

370. American Literature to 1820. (4) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.

372. American Romanticism. (4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.

375. American Drama. (4) A historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.

376. American Poetry before 1900. (4) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

377. American Jewish Literature. (4) A survey of writings on Jewish topics or experiences by American Jewish writers. The course explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.

378. Literature of the American South. (4) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

379. Literary Forms of the American Personal Narrative. (4) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.

380. American Fiction from 1865 to 1915. (4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

381. Studies in Black American Literature. (4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.

382. Modern American Fiction, 1915 to 1965. (4) To include such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon.

385. Twentieth-Century American Poetry. (4) Readings of modern American poetry in relation to the literary and social history of the period.

386. Directed Reading. (2-4) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

388. Honors in English. (4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."

390. The Structure of English. (4) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

394. Contemporary Drama. (4) The course will consider experiments in form and substance in plays from *Godot* to the present. Readings will cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

395. Contemporary American Literature. (4) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.



The Scales Fine Arts Center contains classrooms, music practice rooms, art studios, and theaters.

German and Russian

Timothy F. Sellner, Chair

Professors Timothy F. Sellner, Larry E. West

Associate Professor William S. Hamilton

Assistant Professors Rebecca Duplantier, Kurt C. Shaw

Lecturers Christa G. Carollo, Perry L. Patterson

A major in German requires thirty-seven credits beyond German 112 or 113. These must include German 217 and should include 281 and 285. A minor in German requires five courses beyond German 153, one of which must be German 217.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must complete a senior research project and pass a comprehensive examination. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin, the W. D. Sanders Scholarship and programs of study at Freiburg, Berlin, and Vienna, administered by the Institute of European Studies. Majors and minors are strongly encouraged to live at least one semester in the German House.

111, 112. Elementary German. (4, 4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

113. Intensive Elementary German. (5) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.

153. Intermediate German. (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—German 112 or 113.

153x. Intermediate German. (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (4) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. Students attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. Pass/fail. Offered in summer. P—German 112 or 113.

215, 216. Introduction to German Literature. (4,4) The object of this course is to acquaint students with masterpieces of German literature. Parallel reading and reports. P—German 153 or equivalent.

217. Composition and Grammar Review. (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—German 153 or equivalent.

- 218. Basic Conversation.** (4) Practice in speaking German, stressing correctness of structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—German 153 or equivalent.
- 219. Advanced Conversation.** (4) Practice in speaking German at a more advanced level, stressing discussion of various topics of current importance in the German-speaking countries. Considerable attention is devoted to achieving fluency. P—German 218 or permission of instructor.
- 220. German Civilization I.** (4) Survey of German culture and civilization from prehistoric times to 1918. Conducted in German. P—153 or equivalent.
- 221. German Civilization II.** (4) Survey of German culture and civilization from the Weimar Republic to the present, with particular emphasis on contemporary Germany. Conducted in German. P—153 or equivalent.
- 231. Weimar Germany.** (4) Art, literature, music, and film of Weimar Germany, 1919-33, in historical context. (Also listed as History 318.)
- 240. Masterworks in Translation.** (2) Examination and interpretation of selected texts in English translation. Literary periods, genres, and authors will vary according to instructor. Does not count toward a major or minor in German.
- 249. Old High German and Middle High German Literature.** (4) The study of major writers and works from these two areas; emphasizes major writings of the chivalric period. P—German 215, 216, or equivalent.
- 250. Renaissance, Reformation, and Baroque German Literature.** (4) A study of major writers and works from the post-chivalric period to approximately 1700. P—German 215, 216, or equivalent.
- 263. German Literature of the Nineteenth Century I.** (4) Poetry, prose, drama, and critical works from approximately 1795 to 1848. P—German 215, 216, or equivalent.
- 264. German Literature of the Nineteenth Century II.** (4) Readings from the beginnings of Poetic Realism to the advent of Naturalism. P—German 215, 216, or equivalent.
- 270. Individual Study.** (1-4) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—German 215, 216, and permission of instructor.
- 281. Seminar: Twentieth Century German Literature.** (4) Intensive study of representative works of major German writers, including literature of the post-war era. P—German 215, 216, or equivalent.
- 285. Seminar in Goethe and Schiller.** (4) *Faust*, Part I and other major dramas by Goethe and Schiller. Parallel readings in other works by these authors. P—German 215, 216, or equivalent.
- 287, 288. Honors in German.** (3,3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

Russian

A major requires thirty-two credits beyond 153 and must include Russian 215, 216, 221, and either 217 or 218. A minor in Russian requires twenty credits beyond 153, four of which must be earned in Russian 221. Students of Russian are invited to apply for study at Moscow State University and for programs of study in Moscow and Kiev, administered by the Institute of European Studies. Majors and minors are strongly encouraged to live at least one semester in the Russian House.

111, 112. Elementary Russian. (4,4) The essentials of Russian grammar, conversation drill, and reading of elementary texts. Lab required.

153. Intermediate Russian. (5) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Soviet press. Lab required. P—Russian 112 or equivalent.

215. Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P—Russian 153 or equivalent.

216. Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P—Russian 153 or equivalent.

217. Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

218. Seminar in Twentieth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

221. Advanced Conversation and Composition. (4) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Soviet materials.

230. The Structure of Russian. (4) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis is given to the study of roots and word formation. P—Permission of instructor required.

232. The History of the Russian Language. (4) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—Russian 221 and permission of instructor.

240. Seminar in Translation. (4) Advanced work in English-to-Russian and Russian-to-English translation. P—Russian 221 and permission of instructor.

242. Research on Language and Culture in Russia. (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative paper follows the class trip. Credit given for the minor when the project is done in Russian. P—Russian 111 and permission of instructor. Limited enrollment.

250. Russian Culture and Civilization. (4) Survey of Russian contributions to art, architecture, music, and religious thought from Russia's beginnings to the present. Taught in Russian. P—Russian 215 or 216.

270. Individual Study. (2-4) Study in language or literature beyond the 215-216 level. P—Russian 215 or higher.

German Studies

(Foreign Area Study)

Timothy F. Sellner (German/Russian), Coordinator

Twelve or thirteen credits from German 153, 215, 216, 217, 220, or 221 are required. In addition, the student should take four courses from the following three groups, at least one from each group. (See course descriptions under appropriate listings.)

Group 1

History 318/German 231. *Weimar Germany*. (4)

History 320. *Germany: Unification to Unification, 1871-1990*. (4)

Group 2

Politics 233. *The Politics of Modern Germany*. (4)

Politics 273. *Radical Critiques of Political Society*. (4)

Group 3

Philosophy 341. *Kant*. (4)

Philosophy 352. *Hegel, Kierkegaard, and Nietzsche*. (4)

Appropriate credit in the above areas may be obtained by study in Germany.

Health and Sport Science

Paul M. Ribisl, Chair

Professors William L. Hottinger, Stephen P. Messier,

W. Jack Rejeski, Paul M. Ribisl

Associate Professors Michael J. Berry, Leo Ellison

Assistant Professor Barbee Myers Oakes

Instructors Donald Bergey, Bobbi Goodnough, David Stroupe

The purpose of the Department of Health and Sport Science is to organize, administer, and supervise (1) *a health and sport science curriculum*; (2) *a required/elective health and sport science program* consisting of conditioning activities and lifetime sport activities; and (3) *an intramural sports program*.

Health and Sport Science Requirement

All students must complete Health and Sport Science 100 and 101. This requirement must be met before enrollment in additional health and sport science elective courses, and in any case by the end of the second year.

Courses in Basic Instruction and Elective Health and Sport Science

All the courses listed below are offered for one credit each.

100. *Lifestyle and Health*. A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.
101. *Exercise for Health*. A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.
112. *Sports Proficiency* (May be taken only one time.)
113. *Adaptive Physical Activity* (May be repeated one time for credit.)
114. *Weight Control*
115. *Physical Conditioning*
116. *Weight Training*
119. *Aerobic Dancing*
140. *Beginning Swimming*
141. *Intermediate/Advanced Swimming*
146. *Water Safety Instructor's Course* (P—Current emergency water safety or lifeguard training certification)
150. *Beginning Tennis*
151. *Intermediate Tennis*
152. *Advanced Tennis* (P—Health and Sport Science 151 or equivalent)
156. *Racquetball*
160. *Beginning Golf*
161. *Intermediate Golf*
163. *Bowling*
170. *Volleyball*
179. *Beginning Horseback Riding* (P/F grade only)
180. *Intermediate/Advanced Horseback Riding* (P/F grade only. May be repeated once for credit.)
181. *Snow Skiing* (P/F grade only)
182. *Beginning Ice Figure Skating*
183. *Intermediate/Advanced Ice Figure Skating*
190. *Karate*

Courses for the Major

The department offers a program leading to the BS degree in health and sport science. A major requires forty credits and must include Health and Sport Science 209, 230, 262, 312, 350, 351, 352, 353, 355, and 370. Majors are not allowed to apply any Health and Sport Science 100-level courses toward the forty hours required for graduation. A minimum grade-point average of 2.0 is required for graduation in courses that comprise a major in the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and sport science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Sport Science," a student must

have a minimum grade-point average of 3.3 in the major and 3.0 in all course work and complete an honors research project which includes a written and an oral report. For additional information, students should consult the departmental chair.

Any student interested in majoring in health and sport science should consult the chair of the department as soon as possible after entering the University.

205. Basic Skin and Scuba Diving and Open Water Certification. (2) A course in skin and SCUBA diving that offers international certification by the Professional Association of Diving Instructors (PADI).

206. Lifeguard Training. (2) This course is designed to provide students with skills in first aid, cardiopulmonary resuscitation and lifeguard training that will qualify them to serve as nonsurf lifeguards.

209. Introduction to Health and Sport Science. (2) A survey course which reviews the development of health and sport science and the subdisciplines of biomechanics, exercise physiology, health psychology, and nutrition. Specialized computer and library research skills for use in departmental courses are emphasized.

223. Health and Physical Education for the Elementary Grades. (4) The development of physical education skills appropriate for the elementary grade teacher and an understanding of the personal and community health needs appropriate for the grade level. P—Education 201 or permission of instructor.

230. Advanced First Aid. (2) A course in advanced first aid and cardiopulmonary resuscitation. Red Cross Advanced First Aid and Community CPR certification offered.

241. Growth, Development, and Physical Activity. (2) An examination of the effect of physical activity on physical, intellectual, and social/psychological development.

262. Statistics in the Health Sciences. (4) Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for the Macintosh computer. (A student receiving credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Sociology 380.)

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. (P/F grade only, open only to majors.) P—Permission of instructor.

312. Exercise and Health Psychology. (4) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—Health and Sport Science 209 and 262 or permission of instructor.

350. Human Physiology. (4) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—Biology 111, 112, 114, or permission of instructor.

351. Nutrition and Weight Control. (4) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—Health and Sport Science 353 or permission of instructor.

352. Human Gross Anatomy. (4) A lecture/laboratory course in which the structure and function of the human body are studied. Laboratories are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems. P—Health and Sport Science 209 or permission of instructor.

353. Physiology of Exercise. (4) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, somatotype and body composition, sex-related differences, and environmental influences. P—Health and Sport Science 209, 350, or permission of instructor.

355. Clinical Exercise Programming. (4) A lecture/laboratory course which presents the scientific principles of safe and effective assessment and prescription of fitness programs. This course will prepare the student for the ACSM Health Fitness Instructor Certification. P—Health and Sport Science 353 or permission of instructor.

365. Development and Management of Health Promotion and Fitness Programs. (4) This course surveys the principles involved in the development and management of various health promotion and fitness programs. Special attention is given to facility planning, staffing, marketing, budgeting, and client motivation.

370. Biomechanics of Human Movement. (4) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—Health and Sport Science 352 or permission of instructor.

375. Advanced Physiology of Exercise. (4) A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise and metabolic consequences of exercise. P—Health and Sport Science 353 or permission of instructor.

382. Individual Study. (1-4) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course. P—Majors only and permission of instructor.

386. Honors Research. (4) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—Permission of instructor and approval of departmental honors committee.

Sports Medicine

201. Basic Athletic Training. (3) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries.

302. Advanced Athletic Training. (4) An in-depth analysis of preventive measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. P—Health and Sport Science 352.



History

J. Howell Smith, Chair

Reynolds Professor Paul D. Escott

Professors James P. Barefield, Richard C. Barnett, David W. Hadley,

J. Edwin Hendricks, Thomas E. Mullen, Michael L. Sinclair,

J. Howell Smith, Alan J. Williams, Richard L. Zuber

Associate Professors Michael L. Hughes, Sarah L. Watts

Assistant Professors Simone M. Caron, Kevin M. Doak,

William K. Meyers, Anthony S. Parent Jr.

Visiting Assistant Professor Christopher Melchert

Lecturer Negley Boyd Harte (London)

Adjunct Professor William T. Alderson

Instructor James J. Kennelly

The major in history consists of a minimum of thirty-six credits and must include History 288 or 310; seven to eight credits in European history; seven to eight credits chosen from among courses in Latin-American, Asian, or African history; and seven to eight credits in United States history.

Majors may include within the required thirty-six credits up to eight credits of advanced placement or comparable work and up to four credits of any combination of independent study and directed reading other than the credits earned in History 397.

A minor in history requires twenty-four credits. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete History 287, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade-point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the MA degree and two for the PhD degree.

101. Western Civilization to 1700. (4) A survey of ancient, medieval, and early modern history to 1700. (Credit cannot be received for both 101 and 103, or 102 and 104.)

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present. (Credit cannot be received for both 101 and 103, or 102 and 104.)

103. World Civilizations to 1500. (4) A survey of the ancient, classical and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. (Credit cannot be received for both 101 and 103, or 102 and 104.)

104. World Civilizations Since 1500. (4) A survey of the major civilizations of the world in the modern and contemporary periods. (Credit cannot be received for both 101 and 103, or 102 and 104.)

131. European Historical Biography. (2) Study of biographies of men and women who have influenced the history and civilization of Europe.

151, 152. The United States. (4,4) Political, social, economic, and intellectual aspects. 151: Before 1865; 152: After 1865. Students who take History 153 may not take either of these courses for credit.

153. The United States. (4) A topical survey combining 151 and 152. Not open to students who take either 151 or 152.

160. Freud. (4) An investigation of Freud's basic ideas in the context of his time.

162. History of Wake Forest University (2) A survey of the history of Wake Forest from its beginning, including its written and oral traditions. The course may include a visit to the town of Wake Forest.

211. Colloquium. (1-4)

215, 216. The Ancient World. (4,4) Critical focus on the Greeks in the fall and Romans in the spring.

2260. History of London. (2,4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

2263. Venetian Society and Culture. (4) An examination of Venetian society, including the role within Venetian life of music, theater, the church, and civic ritual. *Offered in Venice.*

2280. Georgian and Victorian Society and Culture. (4) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

232. European Historical Novels. (2) The role of the historical past in selected works of fiction.

237, 2370. Churchill. (2,4) The life and times of Britain's World War II leader (1874-1965). *HST 2370 offered in London.*

287, 288. Honors in History. (4,4) 287: Seminar on problems of historical synthesis and interpretation; 288: Writing of a major paper and examination on a special field.

301. The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also listed as Natural Sciences 301 and Philosophy 231.)

302. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as Interdisciplinary Honors 252, Natural Sciences 302, and Philosophy 242.)

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as Interdisciplinary Honors 253 and Natural Sciences 303.)

305. Modern Science and Human Values. (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Natural Sciences 352.)

306. The Early Middle Ages. (4) European history from the end of the Ancient World to the mid-twelfth century, stressing social and cultural developments.

307. The High Middle Ages Through the Renaissance. (4) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

313, 314. European Economic and Social History, 1300-1990. (4,4) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors. 313: 1300-1750; 314: 1750-1990.

317. The French Revolution and Napoleonic Empire. (4) The revolution and wars that constitute one of the pivotal points in modern history.

318. Weimar Germany. (4) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.

319. Germany to 1871. (4) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

320. Germany: Unification to Unification, 1871-1990. (4) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

321. France. (4) A history of France to the Revolution of 1789.

- 322. France.** (4) A history of France from 1789 to present.
- 323, 324. England.** (4,4) A political and social survey, with some attention to Continental movements. 323: To 1603; 324: 1603 to present.
- 325. Tudor and Early Stuart England.** (4) A constitutional and social study of England from 1485 to 1641.
- 3260. The Industrial Revolution in England.** (4) A study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*
- 328. History of the English Common Law.** (4) A study of the origins and development of the English common law and its legacy to modern legal processes and principles.
- 331. Russia: Origins to 1917.** (4) A political, social, economic, and cultural history of Russia.
- 332. History of the Soviet Union.** (4) A political, social, economic, and cultural history of the Soviet Union since 1917.
- 333. European Diplomacy, 1848-1914.** (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.
- 334. Russia/USSR as Colonial Empire.** (4) A history of the incorporation of various non-Russian peoples into the multinational entity that became the Soviet Union; an analysis of Russian and Soviet ethnic and colonial policies; and an examination of the collapse of the USSR in the 1990s.
- 335, 336. Italy.** (4,4) Cultural, social and political history of Italy. 335: Medieval and Renaissance Italy; 336: Nineteenth and twentieth-century Italy.
- 339. India in the English Mind.** (4) An exploration of the changing images of India, its people, and culture as reflected in English literature, especially Kipling, Forster, Kaye, and Paul Scott. The three major themes will be confrontation, accommodation, and nostalgia.
- 340. African American History.** (4) The role of African Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.
- 341. History of Women in Modern Asia.** (4) A survey of the political, economic, and cultural experiences of women in China, Taiwan, Japan, Vietnam, India, Pakistan, and Bangladesh from the mid-nineteenth century to the present.
- 342. The Middle East from Suleiman the Magnificent to the Present.** (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.
- 343. Imperial China.** (4) A study of traditional China to 1850, with emphasis on social, cultural, and political institutions.

344. Modern China. (4) A study of China from 1644 to the present.

345, 346. History and Civilization of South Asia. (4,4) An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life of the area.

3461. Foreign Encounters with Japan. (4) A colloquium on intercultural relations between Japan and the West. Focuses on the writings of Westerners residing in Japan in the late nineteenth century. *Offered in Hiratsuka, Japan (Tokai University).*

347. Japan Since World War II. (4) A survey of Japanese history since the American occupation, with emphasis on social and cultural developments. Topics include occupation reforms, re-industrialization, the rise of the LDP, "high growth economics," and citizen protest movements.

348. Modern Japan. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

350. Global Economic History. (4) An overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and underdeveloped states.

351. American Society and Thought to 1830. (4) A non-political survey of American culture and lifestyles. Topics include religion, science, education, architecture, and immigration.

352. American Social History since 1830. (4) A topical survey of American social history from 1830 to 1990. Topics include immigration, ethnicity, gender, race, sexuality, labor, reform, poverty, and urban growth.

353. Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763-1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

355. The Westward Movement. (4) The role of the frontier in United States history, 1763-1890.

356. Jacksonian America, 1815-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (2,4) National progress and problems during an era of rapid industrialization. The course may be divided into halves for two credits each: (a) the Gilded Age; (b) the Progressive Era.

359. The United States from Versailles through World War II. (4) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.

360. The United States since World War II. (4) Trends and changes in the nation from World War II to the present.

361. Economic History of the United States. (4) The economic development of the United States from colonial beginnings to the present.

362. American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

363, 364. The South. (4,4) Geography, population elements, basic institutions, and selected events.

365. Women in American History. (4) A survey of the role of women in America from the colonial period to the present. Possible topics include moral reform, the frontier, political and social activism, the labor movement, health reform, and peace movements.

366. Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.

367, 368. North Carolina. (4,4) Selected phases of the development of North Carolina from the colonial period to the present. 367: To 1850; 368: Since 1850.

369. The American Military Experience. (4) A survey of the military ideas and activities of the American people and their armed forces, with emphasis on the relationship between war and society.

372. Introduction to African History. (4) An introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents will be stressed.

373. History of Mexico. (4) An examination of the history of Mexico from the colonial period to the present.

374. Protest and Rebellion in Latin America. (4) A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations.

375. Modern Latin America. (4) A survey of Latin American history since Independence, with emphasis on the twentieth century. The course will concentrate chiefly on economics, politics, and race.

376. Civil Rights and Black Consciousness Movements. (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as Religion 341.)

3760. Anglo-American Relations since 1940. (4) A study of the relations between the United States and Britain from 1940 to the present. *Offered in London.*

377. American Diplomatic History. (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

378. Struggles for Freedom in Southern Africa and the United States. (4) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as Religion 348.)

379. Origins of The Americas. (4) A unified, comparative history of North, Central, and South America from ancient times to the present.

381, 382. Preservation Practicum I, II. (4,4) Training in the techniques and skills of historical preservation. Emphasis will vary according to the specific site(s) involved. P—Permission of instructor.

397. Historical Writing Tutorial. (2) Individual supervision of historical writing to improve a project initiated in History 288 or History 310. P—Permission of instructor. (Does not count toward major or minor requirements.)

398. Individual Study. (1-4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1-4) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities

Robert N. Shorter, Coordinator

Reynolds Professor of American Studies Maya Angelou

Kenan Professor of Humanities Allen Mandelbaum

Associate Professor Robert L. Utley Jr.

Humanities courses 213-222 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

213. Studies in European Literature. (4) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) Texts studied are by such authors as Hoffmann, Kafka, Dostoevsky, Dinesen, Ibsen, Pushkin, and Chekhov. Satisfies a Division I requirement.

216. Romance Literature. (4) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division I requirement.

217. European Drama. (4) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division I requirement.

218. Eastern European Literature. (4) Texts studied are by such authors as Tolstoy, Solzhenitsyn, Gogol, Andric, Milosz, and Szabó. Satisfies a Division I requirement.

219. Introduction to Japanese Literature. (4) Major works of poetry, drama and fiction from the classical and modern periods. Satisfies a Division I requirement.

221. Introduction to Chinese Literature. (4) Readings and discussions in fiction, drama and poetry from the traditional and modern periods. Satisfies a Division I requirement.

222. African and Caribbean Literature. (4) An examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. Satisfies a Division I requirement.

230. Women Writers in Contemporary Italy. (4) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)

242. Research on Culture in Russia. (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative term paper follows the class trip. Students who have studied any Russian should enroll under Russian 242. Limited enrollment. P—Permission of instructor.

245. Interdisciplinary Seminar in Critical Thinking. (2) Investigation of cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.

260. Problems of Structure. (2-4) An investigation into structures arising in the natural world and into structures created by human effort.

274. Environmental Studies. (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. P—Permission of instructor. (Also listed as Education 274.)

280. Reason and Revelation. (4) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches will be considered through a reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.

282. Public Life and the Liberal Arts. (4) The course will be devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.

283. Nature and History in Modern Moral and Social Life. (4) The subject as viewed through such representative writers as Spinoza, Flaubert, Pascal, Eckermann, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

320. Women in the Middle Ages. (4) A team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials. The course aims to develop a new framework in which to evaluate and understand the lives of medieval women.

339. King. (4) An in-depth investigation into the power of charismatic leadership as it affected the Civil Rights Movement, as well as a dramatic evaluation of the impact of music on the spirit of the Civil Rights Movement.

340. Race in the Southern Experience before Emancipation: Four Voices. (1,2) Selected writings of David Walker, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe. Pass/fail only. (Credit not given for Humanities 340 if the student has completed Humanities 341.)

341. Race, Politics, and Literature: Aspects of American Life from 1830 to 1930. (4) An examination of the evolution of significant ideas in American civilization. A careful reading of Frederick Douglass, Harriet Beecher Stowe, W. E. DuBois, Mark Twain, and others.

343. The Philosophy of Liberation in Literature. (4) The concept of freedom as found in the works of such writers as Frederick Douglass, Kobo Abe, Wole Soyinka, Germaine Greer, Paule Marshall, Franz Fanon, Garcia Lorca, and James Baldwin.

344. African Culture and Its Impact on the US. (1-2) A condensed version of Humanities 345, offered as a minicourse in the spring. Pass/fail only. (Credit not given for Humanities 344 if the student has completed Humanities 345.)

345. African Culture and Its Impact on the US. (4) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. The course will include an evaluation of American mores.

347. Women Writers in Japanese Culture. (4) Critical analysis of classical, modern, and contemporary writings by Japanese women, with an exploration of the cultural setting in which they occurred.

348. Chinese Revolutionary Literature to 1948. (2) The dark side of traditional society that sparked revolution and civil war; forces that led to dissent and student movements.

349. Chinese Liberation Literature since 1948. (2) The literary background of the democracy movement and the Tiananmen Square incident.

350. Modern Chinese Literature. (4) A study of representative prose and poetry of mainland China from the May 4, 1919 movement to the present, in their cultural, historical, and political context. The course will concentrate upon major writers (e.g., Lu Xun, Shen

Congwen, Ding Ling, Mao Dun, Ba Jin, Ai Qing, Wang Meng, Wang Anyi, Bei Dao, Shu Ting) with some attention to significant lesser writers.

353. African and Caribbean Women Writers. (4) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.

355. Forms and Expressions of Love. (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Interdisciplinary Honors 249.)

356. Humanism, "Secular" and Religious. (4) Exploration of the nature of humanism through examination of similarities and differences among various forms. Types to be considered are: Classical (Platonic, Aristotelian, Stoic, and Epicurean); Christian; modern naturalistic; and Confucian.

357. Images of Aging in the Humanities. (4,3) A multi-disciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Honors 257.)

360. The Promise and Perils of the Nuclear Age. (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry. (Also listed as Interdisciplinary Honors 254.)

361. Dante I. (2) A study of the *Vita Nuova* as apprenticeship to the *Divina Commedia*, and of the first half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West.

362. Dante II. (2) A study of the second half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—Humanities 361 or permission of instructor.

365. Humanity and Nature. (4,3) A multi-disciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Honors 265.)

380. Literature, Film, and Society. (4) A study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts will include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.

381. Independent Research in Asian Studies. (2-4) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit, but no more than four credits may count toward East Asian Studies or a minor in Asian Studies.

382. Italian Cinema and Society. (4) A survey of some of Italy's greatest postwar films with special attention to issues and problems in Italian society as treated by major directors such as Fellini, De Sica, Rossellini, Antonioni, and Olmi.

383. Italian Fascism in Novels and Films. (4) An exploration of theories of fascism, with an emphasis on Italy between 1919 and 1944 as understood through novels and films.

384. Latin American Cinema. (4) Examination of major Latin American films as cinematographic art and as expressions of social and political issues. Directors include Luis Buñuel, Tomas Gutiérrez Alea, and Ruy Guerra.

385. Legends of Troy. (4) An interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

390. Interdisciplinary Seminar on Aging. (4) A study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. P—Permission of instructor.

396. Individual Study. (2-4) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

Linguistics

Courses in linguistics are attached to the program in humanities for administrative purposes.

150. Introduction to Linguistics. (4) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use.

Interdisciplinary Honors

James P. Barefield, Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade-point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (4,4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (4,4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

***233. Darwinism and the Modern World.** (4) A study of the Darwinian theory of evolution and the impact of evolution and evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

***235. The Ideal Society.** (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

***236. The Force of Impressionism.** (4) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.

***237. The Scientific Outlook.** (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities. (Also listed as Natural Sciences 351.)

***238. Romanticism.** (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

***239. Man and the Irrational.** (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.

***240. Adventures in Self-Understanding.** (4) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural

contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.

***241. The Tragic View.** (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theater, and film.

***242. The Comic View.** (4) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theater, and film.

***244. Man and the Structure of the Universe.** (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

***246. Man and the Environment.** (4) An interdisciplinary examination of man and society in relation to the environment.

***247. The Mythic View.** (4) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

***248. The Ironic View.** (4) An investigation of the ironic view of life in literature, art, history, theater, and film.

***249. Forms and Expressions of Love.** (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Humanities 355.)

***250. Ethical Dilemmas in the Arts and Sciences.** (4) An exploration of contemporary issues and controversies in the sciences and art, particularly those involved with ethical questions resulting from new concepts and discoveries.

***252. The Mechanistic View of Nature.** (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as History 302, Natural Sciences 302, and Philosophy 242.)

***253. Revolutions in Modern Science.** (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as History 303 and Natural Sciences 303.)

***254. The Promise and Perils of the Nuclear Age.** (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry. (Also listed as Humanities 360.)

***256. Modern Science and Human Values.** (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Natural Sciences 352.)

257. Images of Aging in the Humanities. (4) A multi-disciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Humanities 357.)

265. Humanity and Nature. (4) A multi-disciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Humanities 365.)

281. Directed Study. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

International Studies

(Interdisciplinary Minor)

Richard Sears (International Studies), Coordinator

The minor in International Studies consists of a total of twenty credits. Candidates for the minor are required to take Politics 116, *International Politics* (4), and one of the following courses. (See course description under appropriate listings.)

Economics

251. *International Trade.* (4)

252. *International Finance.* (4)

253. *Economics of Communism.* (4)

Politics

253. *The Politics of International Economic Relations.* (4)

In addition, students must take twelve other credits in International Studies from an approved list on file in the Office of International Studies. No more than eight of the twenty credits for the minor may be taken in a single department. Study of a foreign language beyond the basic requirement is strongly recommended. Formal advising of minors is not

* One or more offered each year at the discretion of the Committee on Honors

required, but the director of International Studies is responsible for certifying the successful completion of requirements for the minor. For more information, contact the Office of International Studies.

Italian Studies

(Foreign Area Study)

Antonio Vitti (Romance Languages), Coordinator

A semester in Venice or another approved course of study in Italy is required. Students must take Italian through the 215 (*Introduction to Italian Literature I*) level, plus three courses from the following groups, at least one each from Groups 2 and 3. (See course descriptions under appropriate listings.)

Group 1: Literature

Classics 251. *Classical Mythology*. (4)

Classics 272. *A Survey of Latin Literature*. (4)

Italian 216. *Introduction to Italian Literature II*. (4) (or any Italian course above 215)

Religion 277. *Christian Literary Classics*. (4)

Group 2: Fine Arts

Art 245. *Roman Art*. (4)

Art 267. *Early Italian Renaissance Art*. (4)

Art 268. *Italian High Renaissance and Mannerist Art*. (4)

Art 296. *Art History Seminar*. (2,4)

c. Renaissance Art

Art 2693. *Venetian Renaissance Art*. (4) (taught in Venice)

Humanities 361. *Dante I*. (2)

Humanities 362. *Dante II*. (2)

Humanities 382. *Italian Cinema and Society*. (4)

Humanities 383. *Italian Fascism in Novels and Films*. (4)

Music 181. *Music History I*. (3)

Music 206. *Survey of Opera*. (4)

Music 220. *Seminar in Medieval and Renaissance Music*. (3,4)

Music 221. *Seminar in Baroque Music*. (3,4)

Group 3: History and the Social Sciences

Classics 271. *Roman Civilization*. (3)

History 335. *Italy: Medieval and Renaissance*. (4)

History 336. *Italy: Nineteenth and Twentieth-Century*. (4)

History 398. *Individual Study*. (1-4)

Students also may take appropriate courses in anthropology, economics, politics, psychology, religion, and sociology taught in the Venice program, and individual study courses taught in these departments, with appropriate topics.

Latin American Studies

(Foreign Area Studies)

Mary Friedman and Linda Maier (Romance Languages), Coordinators

It is recommended that students take Spanish 263, 264, 265, or 266 to fulfill the foreign literature requirement in Division I. Students are required to take History 375, *Modern Latin America* (4); Politics 236, *Government and Politics in Latin America* (4); Spanish 218, *Masterpieces of Spanish American Literature* (4); and Spanish 233, *Eighteenth and Nineteenth Century Spanish Literature* (4), plus twelve credits from the following list. (See course descriptions under appropriate listings.)

Economics

251. *International Finance*. (4)

History

373. *History of Mexico*. (4)

374. *Protest and Rebellion in Latin America*. (4)

Humanities

384. *Latin American Cinema*. (4)



Associate Professor of History Sarah Watts with an undergraduate student

Politics

242. *Problems in Comparative Politics.* (4)

292. *Seminar in Comparative Politics.* (4) (if the topic pertains to Latin America)

Spanish

219. *Advanced Grammar and Composition.* (4)

262. *Spanish-American Poetry.* (4)

263. *Contemporary Spanish-American Theater.* (4)

264. *Spanish-American Short Story.* (4)

265. *Spanish-American Novel.* (4)

266. *Seminar in Spanish-American Novel.* (2-4)



Mathematics and Computer Science

Richard D. Carmichael, Chair

Reynolds Professor Robert J. Plemmons

**Professors John V. Baxley, Richard D. Carmichael, Elmer K. Hayashi,
Frederic T. Howard, Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May,
W. Graham May, Wesley E. Snyder, Marcellus E. Waddill**

Associate Professors Daniel Cañas, David J. John, Stan J. Thomas

Assistant Professors Edward E. Allen, James L. Norris III,

Stephen B. Robinson, Todd C. Torgersen

Lecturer Gene T. Lucas

Instructors Eva M. Allen, Jule M. Connolly, David C. Wilson

A major in mathematics requires a minimum of forty credits. A student must include courses 111, 112, 113, 121, 221, one of the courses 311, 317, 352, 357, and at least two additional 300-level courses of at least four credits each. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

A major in computer science requires forty credits in computer science and four courses in mathematics. The courses in computer science must include 112, 211, 212, 235, 236, and 277. The required courses in mathematics are 111, 112, 117, and 121. Students considering graduate work in computer science should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four courses, at least sixteen credits, in computer science numbered higher than 111, Mathematics 117, and an additional four credits in mathematics other than Mathematics 105.

A minor in mathematics requires Mathematics 111, 112, either 113 or 121, and three other courses of at least four credits each numbered higher than Mathematics 108, two of which must be numbered above 200. Neither Mathematics 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both Mathematics 121 and Mathematics 302 or for both Mathematics 303 and Mathematics 317.

A minimum GPA of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

A regularly scheduled activity in mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (for example, finite differences, game theory, Monte Carlo method, divergent series).

The Department of Mathematics and Computer Science and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 150, 205, 207, 208, 215, 218; and three additional courses chosen with the approval of the program advisers. Recommended courses are Mathematics 253, 311, 312, 348, 353, 357, 358 and Economics 206, 212,

223, 231, 232, 235, 251, 252. Students selecting the joint major must receive permission from both the Department of Mathematics and Computer Science and the Department of Economics.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics, computer science, or the joint major. To be graduated with the designation "Honors in Mathematics," "Honors in Computer Science," or "Honors in Mathematical Economics," they must complete satisfactorily a senior research paper. To graduate with "Honors in Mathematics" or "Honors in Computer Science," majors must have a minimum grade-point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in mathematics and/or computer science at other institutions to satisfy divisional requirements.

Computer Science

111. Introduction to Computer Science. (4) A rigorous introduction to the process of algorithmic problem-solving; an introduction to the organization of computers on which resulting programs run; and an overview of the societal and ethical context in which computer science exists. A scheduled laboratory experience is used for both the computer programming and computer organization aspects of the course. Lab—two hours.

112. Fundamentals of Computer Science. (4) Lecture and laboratory. Problem-solving and program construction are emphasized using reusable modules, data abstraction and parallel computation. Linear data structures, fundamental software engineering tools, and problem-solving paradigms are introduced for the beginning computer science student. Lab—two hours. P—Computer Science 111 or permission of instructor.

211. Computer Software Organization and Architecture. (4) Lecture and laboratory. Hierarchical software organization, representation and manipulation of data, instruction sets, addressing and structure of memory. The laboratory focuses on the understanding of an assembly language. P—Computer Science 112 and Mathematics 117.

212. Computer Hardware Organization. (4) Lecture and laboratory. Basic von Neumann computer architectures. Study and design of combinational logic circuits, arithmetic units, and memory devices. P—Computer Science 211.

235. Data Structures and Algorithms I. (4) Lecture and laboratory. Study, analysis and implementation of abstract data structures such as list, stack, queue and tree. Complexity analysis of algorithms which operate upon these data structures. P—Computer Science 112 and Mathematics 117.

236. Data Structures and Algorithms II. (4) Lecture and laboratory. A continuation of the study, analysis and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in Computer Science 235 and complexity classes are introduced. P—Computer Science 235 and Mathematics 111.

277. Programming Languages. (4) Lecture and laboratory. A study of the properties of programming languages including syntax, semantics, control structures, and run-time representations. P—Computer Science 112 and Mathematics 117.

301. Software Engineering. (4) The principles and methods for the specification, design, and validation of large software systems. Topics may include formal specification techniques, design techniques, programming methodology, program testing, proofs of program correctness, software reliability, and software management. P—Computer Science 235.

302. Operating Systems. (4) Lecture and laboratory. The study of algorithms for sequencing, controlling, scheduling, and allocating computer resources. P—Computer Science 211 and Computer Science 235.

310. Design of Central Processing Units. (4) Use of register-transfer notation, hardware programming languages, control sequencing, and microprogramming. P—Computer Science 212.

319. Digital Systems Architecture. (4) The unification of hardware, firmware, and software. Architectural descriptions, storage systems, paging and associative memories, I/O systems, stack machines, and parallelism. P—Computer Science 211.

323. Computer Graphics. (4) A study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—Computer Science 235 and Mathematics 121.

330. Computer Communications. (4) A study of the operation, design, and analytic modeling of computer communication and networking systems. P—Computer Science 211.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 111.

361. Selected Topics. (2,3, or 4) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. P—Permission of instructor.

372. Compilers. (4) Lecture and laboratory. A study of techniques for compiling computer languages including scanning, parsing, translating, and generating code. P—Computer Science 211 and Computer Science 235.

374. Database Management Systems. (4) Lecture and laboratory. An introduction to large-scale database management systems. Topics include data independence, data base models, query languages, security, integrity, and concurrency. P—Computer Science 235.

379. Artificial Intelligence. (4) An introduction to problems in artificial intelligence. Techniques of representation and heuristic search in areas such as problem solving, pattern recognition, theorem proving, and information processing. P—Computer Science 236.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement. Not to be counted toward the minor in computer science.

Mathematics

105. Fundamentals of Algebra and Trigonometry. (2,3, or 4) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

108. Essential Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 108 and 111. A student who might take additional calculus should not take Mathematics 108. Lab—two hours.

109. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours.

111, 112. Calculus with Analytic Geometry I, II. (5 or 4; 5 or 4) Calculus of functions of one variable; infinite series. Computer lab using BASIC. No student allowed credit for both 108 and 111.

113. Multivariable Calculus. (4) Vector and space curves. Differentiable functions; surfaces and max-min problems. Multiple integrals and Green's theorem. P—Mathematics 112.

117. Discrete Mathematics. (4) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics.

121. Linear Algebra I. (4) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302.

165. Problem Solving Seminar. (1 or 2) A weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—Mathematics 121.

251. Ordinary Differential Equations. (4) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—Mathematics 112.

253. Operations Research. (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—Mathematics 111.

256. Statistical Methods. (4) A study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary.

301. Vector Analysis. (2) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department. P—Mathematics 112.

302. Matrix Algebra. (2) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department. Credit not allowed for both 121 and 302.

303. Complex Variables. (2) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—Mathematics 112.

304. Applied Partial Differential Equations. (2) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—Mathematics 251.

311, 312. Advanced Calculus I, II. (4,4) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of n real variables, implicit and inverse function theorems. P—Mathematics 113.

317. Complex Analysis I. (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—Mathematics 113.

322. Modern Algebra II. (4) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—Mathematics 221.

324. Linear Algebra II. (4) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—Mathematics 121 and Mathematics 221.

326. Numerical Linear Algebra. (4) Numerical methods for solving matrix and related problems in science and engineering. Topics will include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. P—Mathematics 112 and Mathematics 121.

331. Geometry. (4) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

334. Differential Geometry. (4) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—Mathematics 113.

345, 346. Elementary Theory of Numbers I, II. (4,4) Properties of integers, congruences, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.

348, 349. Combinatorial Analysis I, II. (4,4) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

352. Partial Differential Equations. (4) A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—Mathematics 113 and Mathematics 251.

353. Mathematical Models. (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 111.

357, 358. Mathematical Statistics I, II. (4,4) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—Mathematics 113, or P—Permission of instructor.

361. Selected Topics. (2,3, or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement.

Military Science

Lieutenant Colonel Kenneth M. Walker, Professor

Assistant Professors: Captain David P. Bumgarner, Captain Rufus S. Gatlin Jr., Captain William M. Pedersen, Captain Frank M. Williamson
Instructors: Major Stephen J. Huebner, Sergeant Major Lewis L. Green, Master Sergeant Clifton Lowery

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve forces components of the Army of the United States, as determined by the Secretary of the Army. The AROTC program is composed of the Basic Course and the Advanced Course. The Basic Course is composed of four core courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a co-requisite. No military obligation is incurred by enrollment in the Basic Course, except by Army ROTC Scholarship cadets, and then only when beginning their sophomore year. The Basic Course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Basic Camp). The Advanced Course is composed of four core courses (225, 226, 227, and 228), with either 117 or 118 taken each semester as a co-requisite, and a six-week Advanced Camp, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

112. Operations in Special Environments. (2) Planning and preparation for military operations in mountain, desert, jungle, and arctic environments; fundamentals of survival; mountaineering techniques.

114. Leadership. (2) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

116. Orienteering. (2) A study of navigational aids, linear time/distance relationships, and mapping techniques. Includes navigating in unfamiliar terrain.

117, 118. Leadership Laboratory. (0,0) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science core courses. Pass/fail only. C—Any other military science core course. P—Permission of the professor of military science, except when required as explained above.

121. Introduction to Army ROTC and the US Army. (2) An introduction to the Army Reserve Officers' Training Corps and to the United States Army, exploring roles, organization, customs and traditions. C—Military Science 117 or 118, as appropriate.

122. Introduction to Military Leadership. (2) Introduction to military leadership, planning, organizing, communication skills and problem analysis. Techniques of motivation and management of subordinates. Examination of moral issues, requirements and dilemma of the military profession. P—Military Science 121 or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

123. Land Navigation and Terrain Analysis. (2) A study of the methods of land navigation and terrain analysis for military operations. P—Military Science 121 and 122, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

124. Tactics and Leadership in the US Army. (2) An introduction to planning, organizing, and conducting military ground operations, with a consideration of the principles of war. Focuses on current leadership doctrine within the Army. P—Military Science 121, 122, and 123, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

225. Military Operations. (2) An in-depth study of the principles of combined arms operations. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science). C—Military Science 117.

226. Advanced Military Operations. (2) A continuation of Military Science 225 with an emphasis on the leadership aspect of combined arms operations. Specific preparation for the AROTC Advanced Camp. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225. C—Military Science 118.

227. Leadership and Management in the US Army I. (2) The theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 and 226. C—Military Science 117.

228. Leadership and Management in the US Army II. (2) A continuation of Military Science 227 with emphasis on the transition from cadet to officer. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 through 227. C—Military Science 118.

229. American Military History. (4) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. P—Permission of the professor of military science. Credit not allowed for this course if credit has been earned for History 369.

Music

Susan Harden Borwick, Chair
Professor Susan Harden Borwick
Associate Professors Stewart Carter, Louis Goldstein,
Peter Kairoff, David B. Levy, Dan Locklair
Assistant Professor Teresa Radomski
Part-time Assistant Professor Pamela Howland
Director of Instrumental Ensembles George Trautwein
Assistant Director of Instrumental Ensembles Martin Province
Director of Choral Ensembles Brian Gorelick
Part-time Instructors Patricia Dixon, Kathryn Levy

A major in music requires forty-eight credits. This includes a basic curriculum of thirty-six credits (Music Theory 171, 172, 173, and 174, sixteen credits; Music History 181, 182, six credits; ten credits of applied music; and four credits of ensemble, taken in four semesters) plus six semesters of Music Recitals 100 and twelve credits of elective courses in music, excluding ensembles and class applied instruction. In addition to the course work, music majors are required to present a senior recital, lecture-recital, or project.

Students anticipating a major in music are urged to begin their studies during the freshman year and are required to audition during the second semester of their sophomore year before officially being admitted to the program.

Highly qualified majors may be invited by the music faculty to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must have a 3.0 overall GPA and a 3.5 GPA in courses in the major. In addition, the candidate must be nominated for this honor by a music faculty member and must complete one of the following requirements: (1) an honors-level research paper, (2) an analysis project, (3) an original composition, (4) a lecture-recital, (5) a solo recital, (6) a chamber-music recital, (7) a solo concert with ensemble, or (8) a conducting project. More complete information is available from the Department of Music.

A minor in music requires twenty-four credits: Music 171, 172; 181, 182; two credits of ensemble, taken in two semesters; two semesters of applied music (performance level in applied music must be equal to the level expected of majors at the time of the sophomore audition); six credits of music electives (excluding ensemble); and four semesters of Music Recitals 100. Each minor will be assigned an adviser in the music department and is encouraged to begin private lessons, Music 171, and Music 100 as early as possible.

Regarding ensemble requirements for the major or minor in music, students who, upon the advice of their applied instructor, take the sophomore audition in voice must fulfill the ensemble requirement by singing in Music 114, 115, and/or 116. Students who, upon the advice of their applied instructor, take the sophomore audition on a band or orchestral instrument must fulfill the ensemble requirement by performing on that instrument in Music 113, 117, 119, and/or 121. In the case of majors who concentrate in music education, Music 117 may fulfill up to two, but no more than two, semesters of the four-semester ensemble requirement.

Any student interested in majoring or minoring in music should consult the chair of the department as soon as possible after entering the University.

General Music

100. Recitals. (0) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secrest Artists Series. (Specific attendance requirements will be established at the beginning of each semester.) Six semesters are required of music majors; four semesters are required of music minors. (P/F only)

101. Introduction to the Language of Music. (3,4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. Satisfies the Division I requirement. For students not majoring in music.

102. Language of Music I. (3,4) Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. For students who can read music. Not open to music majors. Satisfies the Division I requirement. P—Permission of instructor.

202. Language of Music II. (2) An in-depth study of selected major works. Not open to music majors. P—Music 101 or 102 or permission of instructor.

Music Theory

104. Basic Music Reading and Skills. (2) A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the music major or minor.

105. Music Theory for Non-Majors. (4) A study and application of music fundamentals and music theory for the non-music major; analytical and compositional techniques. P—Music 104 or permission of instructor.

171. Music Theory I. (4) Music fundamentals: key signatures, scales, modes, intervals, triads, elements of music. Ear training, sight-singing, and rhythm skills. *Fall*.

172. Music Theory II. (4) Seventh chords, beginning part-writing, basic counterpoint, ear training, sight-singing, rhythm skills, keyboard harmony. *Spring*. P—Music 171.

173. Music Theory III. (4) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythm skills, keyboard harmony. *Fall*. P—Music 172.

174. Music Theory IV. (4) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythm skills, keyboard harmony. *Spring*. P—Music 173.

270. Sixteenth Century Counterpoint. (2) Analysis of sixteenth century contrapuntal music, in particular that of Palestrina. Examination of Renaissance writings on counterpoint. Composition of canon and motet. P—Music 174.

271. Eighteenth Century Counterpoint. (2) Analysis of eighteenth century contrapuntal styles, with concentration on the *Well-Tempered Clavier* and *Art of the Fugue* of J. S. Bach. Composition of invention, canon, and fugue. P—Music 174.

272. Analysis Seminar. (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. P—Music 174.

273. Composition. (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.

276. Current Practices. (2) A survey of twentieth century compositional techniques, notation, and performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. P—Music 174.

280. Orchestration. (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. (Also offered by the Department of Education as Education 280.) *Spring*. P—Music 174, 182, or permission of instructor.

Music History

181. Music History I. (3) History of music from the Greeks to 1750. Satisfies the Division I requirement. P—Permission of instructor.

182. Music History II. (3) History of music from 1750 to the present. Satisfies the Division I requirement. P—Permission of instructor.

203. History of Jazz. (4) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

204. Survey of Choral Music. (4) A historical overview of important genera (i.e., anthem, cantata, motet, mass, oratorio) with an emphasis on church music and liturgical function. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

205. Survey of Orchestral Music. (4) A historical overview of important orchestral repertoire (i.e., symphony, concerto, overture, symphonic poem). Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

206. Survey of Opera. (4) A study of the development of opera from 1600 to the present. Selected operas by European and American composers will be examined in class via record, score, and film. Class will attend opera performances when possible. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

207. Music in America. (4) A study of the music and musical trends in America from 1650 to the present. The course will survey sacred and secular music from the Pilgrims to the current trends of American composers. P—Music 101 or 102 or permission of instructor.

208. Women and Music. (4) A historical overview of women musicians in society. P—Music 101 or 102 or permission of instructor.

212. Music in the Church. (4) Function of church musicians and the relationship of their work to the church program. *Offered fall semester of odd years.* P—Permission of instructor.

213. Beethoven. (4) Compositional process, analysis, criticism, and performance practices in selected works by Ludwig van Beethoven. P—Music 101 or permission of instructor.

215. Philosophy of Music. (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P—Music 174, 182, or permission of instructor.

220. Seminar in Medieval and Renaissance Music. (3,4) A study of music before 1600, its theory, notation, and performance practices. P—Music 174, 182, or permission of instructor.

221. Seminar in Baroque Music. (3,4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P—Music 174, 182, or permission of instructor.

222. Seminar in Eighteenth Century Music. (3,4) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P—Music 174, 182, or permission of instructor.

223. Seminar in Nineteenth Century Music. (3,4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P—Music 174, 182, or permission of instructor.

224. Seminar in Twentieth Century Music. (3,4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P—Music 174, 182, or permission of instructor.

284. Music Literature Seminar. (3,4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. Also offered by the Department of Education as Education 284. P—Permission of instructor.

- a. Instrumental Literature
- b. Choral Literature
- c. Piano Literature

- d. Guitar Literature
- e. Vocal Literature

Music Education

Music 280, 282, 284, 289, and 354 also appear as Education 280, 282, 284, 289, and 354. These courses may be taken as Music or Education but not both.

186. String Instruments. (2) Fundamentals of playing and teaching all instruments of the string family. *Offered spring semester of odd years.*

187. Woodwind Instruments. (2) Fundamentals of playing and teaching all principal instruments of the woodwind family. *Offered fall semester of even years.*

188. Brass and Percussion Instruments. (2) Fundamentals of playing and teaching brass and percussion. *Offered spring semester of even years.*

280. Orchestration. (4) See page 137 for a course description.

282. Conducting. (4) See page 142 for a course description.

284. Music Literature Seminar. (3,4) See above for a course description.

289. Ensemble Methods. (2) A practical study of choral and instrumental training techniques. Discussion of tonal development, administration, bibliography, and choral and instrumental problems. Also offered by the Department of Education as Education 289. *Fall.* P—Music 101 or 102 or permission of instructor.

354. Methods and Materials of Teaching Music. (4) Methods, materials, and techniques used in the teaching and supervision of choral and instrumental music in the public schools, all grades. Also offered by the Department of Education as Education 354. *Spring.* P—Music 174, 182.

Honors and Individual Study

297. Senior Project. (1,2,3, or 4) A major project varying in format according to the student's area of concentration. By pre-arrangement.

298. Individual Study. (1,2,3, or 4) A project in an area of study not otherwise available in the department. By pre-arrangement.

299. Honors in Music. (1,2,3, or 4) Individual study for honors candidates who have fulfilled the specific requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation in each ensemble.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.

112. Collegium Musicum. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Madrigal Singers. A vocal chamber ensemble which specializes in the performance of secular repertoire. P—Audition.

115. Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. Regular performances on and off campus, including an annual tour. P—Audition.

116. Choral Union. A large oratorio chorus which concentrates on the performance of major choral works. P—Audition.

117. Marching Deacons Band. Performs for most football games. Meets twice weekly. Regular performances on and off campus. *Fall*. P—Permission of instructor.

118. Chamber Winds. (1) Study and performance of music for mixed chamber ensembles of winds, brass, and percussion. *Fall*. P—Permission of instructor.

119. Symphonic Band. Study and performance of music for symphonic band. Regular performances on and off campus. *Spring*. P—Permission of instructor.

120. Small Chamber Ensemble. Study and performance of music composed specifically for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.

a. percussion

b. wind/brass

c. string

d. mixed

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

Applied Music

Applied music courses are open to all students with the permission of the instructor. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in applied music who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 or 104 either prior to or in conjunction with applied study. An applied music fee is charged for all individual instruction. (See page 21 of this bulletin for specific information regarding the fee.)

161. Individual Instruction. (1) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

a. violin

b. viola

c. cello

d. bass

e. flute

f. oboe

g. clarinet

h. bassoon

i. saxophone

j. trumpet

k. French horn

l. trombone

m. baritone

n. tuba

o. organ

p. piano

q. percussion

r. guitar

v. voice

w. recorder

x. viola da gamba

y. harpsichord

261. Individual Instruction. (2,3, or 4) May be repeated for credit. P—Permission of instructor.

165j. Class Brass. (1) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. *Spring*. P—Permission of instructor.

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165q. Class Percussion. (1) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—Permission of instructor.

165r. Class Guitar I. (1) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (1) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—Music 165r.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. *Fall*.

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P—Music 165v or permission of instructor.

165w. Class Recorder. (1) Introduction to recorder techniques: breath control, articulation, F and C fingering systems. Emphasis on ensemble playing. Designed for beginning and intermediate recorder players. This course is intended to prepare students for Music 112, but is not a prerequisite.

167v. Theatrical Singing I: Class Voice. (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theater repertoire. (One hour per week.) *Fall*.

168v. Theatrical Singing II: Class Voice. (1) Continuation of theatrical singing techniques with increased study and performance of musical theater repertoire. P—Music 167v or permission of instructor. (One hour per week.)

169. Musical Theater Practicum. (1) Musical stage experiences for vocalists or instrumentalists who participate in a departmentally sponsored theatrical production. May not be counted toward a major or minor in music. Credit may be earned in a given semester for either Music 169 or Theater 283, but not both. Course may be repeated for no more than 4 credits. Pass/fail only. P—Permission of instructor.

175v. Advanced Voice Class I. (1) Development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week.) P—Music 166v or permission of instructor.

176v. Advanced Voice Class II. (1) Further development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 175v or permission of instructor.

177v. Advanced Theatrical Singing I. (1) Development of advanced theatrical singing technique and performance of musical theater repertoire. Limited to eight students. (Two hours per week.) P—Music 168v or permission of instructor.

178v. Advanced Theatrical Singing II. (1) Further development of advanced theatrical singing technique and performance of musical theater repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 177v or permission of instructor.

190. Diction for Singers. (2) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)

282. Conducting. (4) A study of conducting techniques; practical experience with ensembles. *Offered spring semester of odd years.* (Also offered by the Department of Education as Education 282.) P—Music 174 or permission of instructor.

Natural Sciences

Dudley Shapere, Reynolds Professor of
Philosophy and History of Science

301. The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the pre-Socratic philosophers, Plato, and Aristotle. (Also listed as History 301 and Philosophy 231.)

302. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as History 302, Interdisciplinary Honors 252, and Philosophy 242.)

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as History 303 and Interdisciplinary Honors 253.)

320. The Universe of Modern Science. (4) A survey of the contemporary scientific picture of the universe and its evolution, and of the major evidence for that picture.

351. The Scientific Outlook. (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities. (Also listed as Interdisciplinary Honors 237.)

352. Modern Science and Human Values. (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Interdisciplinary Honors 256.)

396. Individual Study. (1-4) Individual projects in the philosophy and history of science. By invitation only.

Philosophy

Gregory D. Pritchard, Chair

Worrell Professor Robert M. Helm

Professors Thomas K. Hearn Jr., Marcus B. Hester,

Charles M. Lewis, Gregory D. Pritchard

Associate Professors Ralph C. Kennedy III, Win-chiat Lee

Instructor Charles J. Kinlaw

Lecturer Hanna M. Hardgrave

The objective of the program in philosophy is to lead the student to an understanding of philosophical thinking—past and present—about such fundamental questions as what it is to exist, to know, to be good, right, true, beautiful, or sacred. In examining such matters, philosophy may be said to investigate the presuppositions that inform all human action and inquiry and thus to be an essentially interdisciplinary kind of subject. The study of philosophy can, therefore, play a useful role in preparing the student for a career in almost any field, including law, politics, religion, medicine, business, the arts, and the natural and social sciences.

The thirty-six credits in philosophy required for graduation with a major in the subject must include a general introduction to philosophy (Philosophy 111), one course in logic (selected from Group II), three courses in the history of philosophy (one from each of Groups III, IV and V) and two 200-level or higher topics courses (Group VI), the total to include at least three courses at the 300-level.

A minor in philosophy requires 20 credits in philosophy, which must include at least two 200-level or higher courses and one 300-level course. Philosophy being an intrinsically interdisciplinary subject, a minor in philosophy can be designed to complement any major subject. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Highly qualified majors are invited to apply to the spring semester of their junior year to the honors program in philosophy. Candidates must have an overall grade-point average of at least 3.0 and a grade-point average in philosophy courses of at least 3.3. Graduation with honors in philosophy requires successful completion of Honors I and II in the fall and spring semesters, respectively, of their senior year. The credits earned in these two courses do not count toward the thirty-six credits required of all majors.

Group I—Introduction to Philosophy

111. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter.

Group II—Logic

121. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

221. Symbolic Logic. (4) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem.

Group III—Classical Ancient Philosophy

231. Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also offered as History 301 and Natural Sciences 301.)

232. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—Philosophy 111.

331. Plato. (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One 200-level course in philosophy or permission of instructor.

332. Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One 200-level course in philosophy or permission of instructor.

Group IV—Classical Modern Philosophy

241. Modern Philosophy. (4) A survey of major philosophers from Descartes to Nietzsche. P—Philosophy 111.

242. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also offered as History 302, Interdisciplinary Honors 252, and Natural Sciences 302.)

341. Kant. (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—One 200-level course in philosophy or permission of instructor.

Group V—Other History

251. American Philosophy. (4) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C.S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—Philosophy 111.

252. Contemporary Philosophy. (4) A study of the principal works of several representative twentieth-century philosophers. P—Philosophy 111.

253. Main Streams of Chinese Philosophy and Religion. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also offered as Religion 380.)

351. Early German Idealism. (4) An examination of the development of post-Kantian idealism through the works of Fichte, Schelling, and Schleiermacher, with particular emphasis on their efforts to address the challenge of critical philosophy. P—One 200-level course in philosophy or permission of instructor.

352. Hegel, Kierkegaard, and Nietzsche. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One 200-level course in philosophy or permission of instructor.

353. Heidegger. (4) An examination of the structure and development of Heidegger's philosophy from the ontological analysis in *Being and Time* to his later work in the philosophy of language and poetry. P—One 200-level course in philosophy or permission of instructor.

354. Wittgenstein. (4) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One 200-level course in philosophy or permission of instructor.

Group VI—Topics in Philosophy

161. Medical Ethics. (4) A study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources.

162. Applied Ethics. (4) A critical analysis of contemporary moral issues, including capital punishment, minority rights and their protection, civil disobedience, euthanasia, family relationships, and sexual conduct.

261. Ethics. (4) A critical study of selected problems and representative works in ethical theory. P—Philosophy 111.

262. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—Philosophy 111.

361. Topics in Ethics. (4) P—One 200-level course in philosophy or permission of instructor.

362. Social and Political Philosophy. (4) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—One 200-level course in philosophy or permission of instructor.

171. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

371. Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—One 200-level course in philosophy or permission of instructor.

372. Philosophy of Religion. (4) An analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One 200-level course in philosophy or permission of instructor.

373. Philosophy of Science. (4) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of instructor.

374. Philosophy of Mind. (4) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—One 200-level course in philosophy or permission of instructor.

381. Topics in Epistemology. (4) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One 200-level course in philosophy or permission of instructor.

382. Topics in Metaphysics. (4) P—One 200-level course in philosophy or permission of instructor.

Group VII—Honors and Independent Study

391. Honors I. (2) Directed study and research in preparation for writing a major paper. Must be taken in the fall semester of the senior year. P—Admission to the honors program in philosophy.

392. Honors II. (2) Completion of the project begun in Philosophy 391. Requires defense of the paper in an oral examination conducted by at least two members of the department. Taken in the spring semester of the senior year. P—Philosophy 391.

395. Independent Study. (2-4)

Physics

Howard W. Shields, Chair

Reynolds Professor Richard T. Williams

Professors Robert W. Brehme, George M. Holzwarth, William C. Kerr,

George Eric Matthews, Howard W. Shields, George P. Williams Jr.

Associate Professors Keith D. Bonin, Natalie A. W. Holzwarth

Assistant Professor Paul R. Anderson

Adjunct Professor George B. Cvijanovich

Adjunct Associate Professor C. Anne Wallen

Adjunct Assistant Professor Peter Santa

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The BA degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines. The BS degree is designed for students planning careers in science; it requires more courses and prepares students to continue on with graduate study.

The bachelor of arts degree in physics requires thirty-nine credits in physics and must include the following courses: 113, 114, 141, 162, 230, 339, 340, 343, and 345. Mathematics 251, 301, and 302 also are required. The bachelor of science degree in physics requires forty-seven credits in physics and must include the following courses: 113, 114, 141, 162, 165-6, 230, 301-2, 343-4, 345, 337, 339, 340, and 351. The remaining credits may be satisfied with any other 300-level course in the department. In addition, Mathematics 251, 301, 302, and 304 are required; Mathematics 303 is strongly recommended.

A typical schedule for the first two years:

Freshman

Basic and divisional requirements
Physics 113, 114
Mathematics 111, 112
Foreign language

Sophomore

Basic and divisional requirements
Physics 141, 162, 165, 166
Mathematics 251, 302, 304

If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five year BA/MS program. This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five-year program. A candidate for the 3-2 engineering program would also complete three years of the BS physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

A minor in physics requires twenty-two credits, which must include the courses 113, 114, 141, and 162. A minor in astrophysics requires twenty-two credits and consists of the courses 113, 114, 141, 310, and 312. Students interested in either minor should so advise the faculty member responsible for advising physics majors (inquire in Olin Physical Laboratory Room 100).

If physics is not taken in the freshman year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in *General Physics* without special permission of the department.

Physics courses satisfying Division II requirements must be taken at Wake Forest.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass Physics 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a GPA of 3.5 in physics and 3.0 overall.

105. Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division II requirements.

109. Astronomy. (5) An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours.

110. Introductory Physics. (5) A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for pre-medical, mathematics or science students. Credit not allowed for both 110 and 113. Lab—two hours.

113, 114. General Physics. (5,5) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and pre-medical students. C—Mathematics 111 or equivalent. P—113 is prerequisite for 114. Lab—two hours.

141. Elementary Modern Physics. (4) The development of twentieth century physics and an introduction to quantum ideas. P—Physics 113 and Mathematics 111.

162. Mechanics. (4) A study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames; and relativistic mechanics. The course includes extensive use of computers. P—Physics 113 and Mathematics 111 or equivalent.

165, 166. Intermediate Laboratory. (1,1) Experiments on mechanics, modern physics, electronics, and computer simulations.

230. Electronics. (4) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—Physics 164 or equivalent.

301, 302. Physics Seminar. (0,0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

310. Extragalactic Astronomy and Cosmology. (4) Topics covered include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—Physics 114, 141.

312. Introduction to Stellar Astronomy. (4) The physics of stellar atmospheres and interiors. Topics covered will include radiation transfer, absorption and emission of radiation, formation of spectra, models for stellar interiors, nuclear fusion reactions, and stellar evolution. Methods of measuring distances to stars and interpretation of stellar spectra also will be included. P—Physics 114, 141, Mathematics 301.

320. The Physics of Macromolecules. (4) The physics of polymers, especially proteins and nucleic acids, including the molecular basis for their secondary and tertiary structure. P—Physics 351 or Chemistry 341 or Biology 371.

330. Data Acquisition and Analysis. (4) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—Physics 130, 230.

337. Analytical Mechanics. (2) The Lagrangian and Hamiltonian formulations of mechanics with applications. This course is taught in the first half of the fall semester. P—Physics 162, Mathematics 251.

339, 340, 342. Electricity and Magnetism. (2,2,2) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. The first half course is taught in the second half of the fall semester, following Physics 337. The other two are taught in the first and second halves of the spring semester. These should be taken in sequence. P—Physics 114, Mathematics 251 and 301.

343, 344. Quantum Physics. (4,4) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—Physics 141 and Mathematics 251.

345. Advanced Physics Laboratory. (1) The laboratory associated with 344, taught in the spring term. Lab—three hours.

351. Thermodynamics and Statistical Mechanics. (4) Introduction to classical and statistical thermodynamics and distribution functions.

352. Physical Optics and Optical Design. (5) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.

354. Introduction to Solid State Physics. (4) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—Physics 343.

381, 382. Research. (2-4, 2-4) Library, conference, computation and laboratory work performed on an individual basis.

Politics

Jack D. Fleer, Chair

**Professors David B. Broyles, Jack D. Fleer,
Donald O. Schoonmaker, Richard D. Sears**

Associate Professors Katy J. Harriger, Charles H. Kennedy, Kathleen B. Smith

Assistant Professors Brian F. Crisp, Wei-chin Lee, David P. Weinstein

Visiting Professors Carl C. Moses, Jerry Pubantz

Visiting Associate Professor William E. Schmickle

Visiting Assistant Professor Bradley Macdonald

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in politics consists of thirty-six credits, at least half of which must be completed at Wake Forest University. The courses must include the following: (a) a first course selected from Politics 113, 114, 115, or 116; (b) any non-seminar course in each of the four fields of the discipline except Politics 284, 285, 287, 288, 289; (c) one seminar in politics (usually a student takes no more than one seminar in each field and no more than three seminars overall). No more than four credits for any one or any combination of the following courses may be counted toward the thirty-six credits required for the major: Politics 287, 288, and 289. A minimum grade average of C on all courses attempted in politics is required for graduation. Majors should consult with their advisers concerning additional regulations.

Highly qualified majors are invited by the department to apply for admission to the honors program in politics. To be graduated with the designation "Honors in Politics," one must successfully complete Politics 284 and 285. Politics 284 and 285 must be taken as additional courses beyond the thirty-six credits ordinarily required. For additional information members of the departmental faculty should be consulted.

The minor in politics consists of twenty credits, including Politics 113 but excluding individual study and seminar courses. No more than eight credits may be from among the following courses: Politics 113, 114, 115, or 116. Sixteen of the credits must be taken at Wake Forest and any transfer courses must be approved by the chair. None of the courses may be taken pass/fail.

A student who selects politics to fulfill the Division IV requirement must take one of the following courses: Politics 113, 114, 115, or 116. Students who are not majors in politics may take upper level courses as electives without having had lower-level courses, unless a prerequisite is specified.

American Politics

113. American Government and Politics. (4) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

210. Major Topics in Public Policy. (2,3, or 4) A study of major policies on the current public agenda in the United States, including consideration of alternative policy responses and the politics which surround them. Possible topics include the politics of poverty and welfare, medical care, education, crime, and energy. Credit varies with the number of topics studied.

211. Political Parties and Voting Behavior. (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

213. Public Administration. (4) Introduction to the study of public administration emphasizing policymaking in government agencies.

215. Democracy and Public Policymaking. (4) An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. P—Permission of instructor.

217. Politics and the Mass Media. (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

218. Congress and Policymaking. (4) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

219. Fundamentals of Public Policy Analysis. (4) Fundamentals of public policy analysis with emphasis on techniques of decision-making such as cost benefit analysis and utility analysis. Each student will participate in a major collective research project centered on a local issue.

220. The American Presidency. (4) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

222. Urban Problems and Politics. (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis.

223. Blacks in American Politics. (4) A survey of selected topics, including black political participation, political organizations, political leadership, and political issues. It will also show the relationship of these phenomena to American political institutions and processes as a whole.

225. American Constitutional Law: Separation of Powers and the Federal System. (4) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations. Not open to freshmen.

226. American Constitutional Law: Civil Liberties. (4) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to freshmen.

227. Politics, Law, and Courts. (4) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

229. Women and Politics. (4) The course will examine classical and contemporary arguments regarding the participation of women in politics as well as current policy issues and changes in women's political participation.

Comparative Politics

114. Comparative Government and Politics. (4) A survey of political processes and principles as applied to traditional, developing, and mature states.

231. Western European Politics. (4) Analysis of the political systems of Great Britain, France, and Italy, focusing primarily on the problems of stable democracy.

232. Government and Politics in Russia. (4) Analysis of the political, economic, and social trends of the region with an emphasis on state building and economic development.

233. The Politics of Modern Germany. (4) A study of the historical legacy, the political behavior, and governmental institutions of contemporary Germany (newly unified Germany).

236. Government and Politics in Latin America. (4) Comparative analysis of the institutions and processes of politics in the Latin American region.

237. Comparative Public Policy in Selected Industrialized Democracies. (4) An investigation of the public policy choices involving such matters as health, education, and income maintenance plans in selected Western European countries. The origins, development, trends of the "welfare state" will be examined in Great Britain, West Germany, and Sweden.

238. Comparative Economic Development and Political Change. (4) An overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. The course is organized around case studies of what we now recognize as industrialized democracies, evolving Communist systems and command economies, and "Third World" countries.

242. Problems in Comparative Politics. (4) An intensive study of one or more major problems in contemporary comparative politics.

244. Politics and Literature. (2,3, or 4) An examination of how literature can extend our knowledge of politics and political systems. The course considers the insights of selected novelists, such as Alexander Solzhenitsyn, Heinrich Böll, Robert Penn Warren, George Orwell, and Gabriel Garcia Marquez.

245. Politics of Ethnicity. (4) This course is concerned with the role of ethnicity in world politics. It focuses on both theoretical and substantive issues relating to: (a) the nature of ethnicity and ethnic group identity; (b) the sources of ethnic conflict; (c) the politics of ethnic conflict; (d) the policy management of ethnic conflict; and (e) international intervention in ethnic conflict.

246. Politics and Policies in South Asia. (4) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.

247. Islam and Politics. (4) The course explores the interrelationship of Islam and politics in the contemporary world. The course has two main foci. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others.

248. Government and Politics of China. (4) A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis on group conflict, elites, ideology, as well as current policy changes in the process of modernization.

249. Government and Politics of Japan. (4) A survey of the political institutions and processes in Japan. Attention also is given to the relationship between politics and economics.

International Politics

116. International Politics. (4) A survey of the forces which shape relations among states and some of the major problems of contemporary international politics.

250. Global Crises. (4) An introductory survey of the major current issues in international affairs. Students learn how to effectively read and criticize materials and present critiques in oral and written fashion.

251. The Foreign Policy of Decline: Britain Since 1945. (4) The course will study the efforts of Great Britain to maintain its status as a world power after 1945 and then, when it recognized that this was not possible, to find, or adjust to, a new role in the international system. Both theories of international politics and historical analysis will be employed in seeking to understand the policies which were adopted and rejected. *Offered in London, Spring 1993.*

252. Problems in International Politics. (4) An intensive study of one or more major problems of contemporary international politics.

253. The Politics of International Economic Relations. (4) A study of the emergence of international economic transactions, including trade, monetary affairs, investment, and multinational corporations, as a central aspect of world politics.

254. American Foreign Policy: Contemporary Problems. (4) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.

256. Nuclear Weapons and National Security. (2 or 4) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy. Both American and Soviet perspectives will be considered and special attention will be given to contemporary debates over the possession and control of nuclear weapons.

258. U.S. National Security Policymaking. (4) A critical analysis of how U.S. national security policy is made with particular emphasis on the period 1960 to present.

259. The Arab-Israeli Confrontation. (4) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states policies.

260. East Asian International Relations. (4) An analytical survey of the bilateral and multilateral political relations of the East Asian states, with particular emphasis on the security relations and economic interactions.

267. America in Vietnam: Myth and Reality. (4) An analysis of American policy towards Vietnam with special emphasis on the period of 1954-75. The focus will be on the relationship between American policies and the problems posed by Vietnamese and American cultures.

Political Philosophy

115. Political Philosophy. (4) A survey of major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl, and Aristotle.

270. Topics in Political Theory. (4) An intensive study of one or more major topics in political theory.

271. Plato, Aristotle, and Classical Political Philosophy. (4) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

273. Radical Critiques of Political Society. (4) Anarchist, socialist, and communist criticisms of and alternatives to existing political societies, with special attention to such problems as utopianism and alienation. Representative writers are Marx and Nietzsche.

274. Noble Greeks and Romans. (4) The good man and the good citizen as comprehended in classical political philosophy. Representative writers are Aristotle, Plutarch, Aquinas, Shakespeare.

275. American Political Philosophy. (4) Critical examination of the nature of the American polity as expressed by its founders and leading statesmen. Representative writers are the Federalists, Lincoln, modern political scientists, and radical critics.

278. Modern Political Philosophy. (4) Political thought in the period from Machiavelli to the present, including such topics as democracy, equality, liberty, radical theories, and/or the rise of "scientific" political theory. Representative writers include Hobbes, Locke, Rousseau, Kant, Marx and Heidegger.

279. Contemporary Political Theory. (4) An examination of representative twentieth century political thinkers such as Arendt, Dewey, Foucault, Rawls, and Weber.

Honors and Individual Study

284. Honors Study. (3) Directed study and research in preparation for a major paper on a subject of special interest to the student. Taken in the fall semester of the senior year by all candidates for departmental honors.

285. Honors Study. (2) Directed study toward completion of the project begun in Politics 284 and to the writing and defense of an honors paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—Politics 284.

287. Individual Study. (2,3, or 4) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

288. Directed Reading. (1-4) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

289. Internship in Politics. (2,3, or 4) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield will have been taken prior to the internship. P—Permission of instructor.

Seminars

291. Seminar in American Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

292. Seminar in Comparative Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

293. Seminar in International Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

294. Seminar in Political Philosophy. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

Psychology

John E. Williams, Chair and Wake Forest Professor
Professors Robert C. Beck, Deborah L. Best, David W. Catron,
Robert H. Dufort, Mark R. Leary, Charles L. Richman
Associate Professors Terry D. Blumenthal, Dale Dagenbach,
Philippe R. Falkenberg, David Allen Hills, Cecilia H. Solano

Assistant Professor Christy M. Buchanan

Visiting Assistant Professors Sarah S. Catron, Kelly B. Kyes, Catherine E. Seta

Adjunct Professor W. Jack Rejeski Jr.

Adjunct Associate Professors C. Drew Edwards, Jay R. Kaplan, Frank B. Wood

Adjunct Assistant Professors Phillip G. Batten, Marianne A. Schubert,

Carol A. Shively

Adjunct Instructor Randall C. Kyes

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 335, 344, 357, 358, and 367.

It is recommended that students who are considering psychology as a major take Psychology 151 in their freshman year and Psychology 211 no later than the fall of their junior year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete at least one course from each of the following groups: 320, 326, 329, 331, and 333; 341, 351, 355, and 362. No more than 48 psychology credits may be counted toward the graduation requirements of 144 credits.

The minor in psychology requires twenty credits in psychology, distributed as follows: 151 (4 credits); 211 (5 credits); at least one of the following courses: 320, 326, 329, 331, 333 (4 credits each); and seven additional credits in courses numbered 200 or above.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted.

100. Learning to Learn. (2,3, or 4) A workshop designed primarily for first and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third and fourth-year students by permission of the instructor only. No prerequisites. Pass/fail only.

102. Exploration of Career Planning. (2,3, or 4) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

211, 212. Research Methods in Psychology. (5,5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—Psychology 151 and permission of instructor.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—Psychology 151.

241. Developmental Psychology. (4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—Psychology 151.

245. Survey of Abnormal Behavior. (4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—Psychology 151.

250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in summer.* P—Psychology 151.

255. Personality. (4) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—Psychology 151.

260. Social Psychology. (4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—Psychology 151.

262. Prejudice, Discrimination, and Racism. (4) A comparison of cross-cultural similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, and racism, with an emphasis on past and current trends in the United States. P—Psychology 151.

265. Human Sexuality. (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—Psychology 151.

268. Psychology of Business and Industry. (4) Psychological principles and methods applied to problems commonly encountered in business and industry. P—Psychology 151.

270. Topics in Psychology. (1,2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—Psychology 151.

270A <i>Child Development and Social Policy</i>	270S <i>Primate Cognition</i>
270E <i>Emotion</i>	270U <i>The Self and Social Behavior</i>
270H <i>Intelligence</i>	270W <i>Problem Solving and Decision Making</i>
270J <i>Memory</i>	270X <i>Psychobiology</i>
270N <i>Liking and Loving Relationships</i>	270Y <i>Women, Health, and Culture</i>
270P <i>Animal Flying Behavior</i>	270Z <i>Primate Models of Human Disorder</i>
270R <i>The Human Factor: Designing Your Own World</i>	

280. Directed Study. (1-4) Student research performed under faculty supervision. P—Psychology 151 and approval of faculty member prior to registration.

313. History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources. P—Two psychology courses beyond 151 or permission of instructor.

320. Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P—Psychology 211 or permission of instructor.

322. Psychopharmacology. (4) A survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—Psychology 151.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as biology or psychology but not both; choice to be made at registration. P—Psychology or biology major or permission of instructor.

326. Learning Theory and Research. (4) Survey of concepts and research in learning, with particular emphasis on recent developments. P—Psychology 211.

329. Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—Psychology 211.

331. Cognition. (4) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—Psychology 211.

333. Motivation of Behavior. (4) Survey of basic motivational concepts and related evidence. P—Psychology 211.

335. Fundamentals of Human Motivation. (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—Psychology 151.

341. Research in Child Development. (4) Methodological issues and selected research in child development. Research projects required. P—Psychology 211.

344. Abnormal Psychology. (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P—Psychology 151.

346. Psychological Disorders of Childhood. (4) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—Psychology 245 or 344 or permission of instructor.

351. Personality Research. (4) The application of a variety of research procedures to the study of human personality. Research projects required. P—Psychology 211.

355. Research in Social Psychology. (4) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—Psychology 211.

357. Cross-Cultural Psychology. (4) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—Psychology 151.

358. Psychology of Woman. (4) Intensive study of the behavior of women and its personal application, including consideration of biological, social, and motivational factors. P—Psychology 151.

362. Psychological Tests and Measurements. (4) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality. P—Psychology 211.

363. Survey of Clinical Psychology. (4) An overview of the field of clinical psychology. P—Psychology 245 and senior standing or permission of instructor.

367. Effectiveness in Parent/Child Relations. (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—Psychology 151.

381. Honors Seminar. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—Psychology 211 and permission of instructor.

383. Honors Research. (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—Psychology 211 and permission of instructor.

392. Contemporary Problems in Psychology. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P—Psychology 211 and senior standing.

Religion

Fred L. Horton Jr., Chair and Albritton Professor of the Bible

John Easley Professor of Religion Ralph C. Wood Jr.

University Professor James A. Martin

Wake Forest Professor Charles H. Talbert

Professor John E. Collins

Associate Professors Stephen B. Boyd, Alton B. Pollard III

Adjunct Associate Professor Thomas E. Dougherty Jr.

Assistant Professors Kenneth G. Hoglund, Ulrike Wiethaus

Visiting Assistant Professor Philip LeMasters

Visiting Lecturer Thomas P. Liebschutz

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the field of religion.

A course in religion is required for all degrees. Any four credits at the 100-level offered by the department is accepted to meet the Division III requirement.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100-level.

A minor in religion requires twenty credits, eight of which must be above the 100-level. The required courses may include one pass/fail course if the course is offered on the pass/fail basis only. The department will provide advisers for students electing the minor in religion.

Pre-seminary students are advised to include in their program of study, in addition to courses in religion, courses in psychology, history, public speaking, and at least two languages (Hebrew, Greek, Latin, German, or French).

Highly qualified majors are invited by the department to apply for admission to the honors program in religion. To graduate with the designation, "Honors in Religion," a student must apply to the department chair for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements, the candidate may graduate with "Honors in Religion." For additional information, consult any member of the departmental faculty.

111. Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

112. Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

120. Introduction to the Bible. (4) A consideration of prominent themes found in the Old and New Testaments.

131. Basic Christian Ethics. (4) A study of prominent themes, figures, and issues in Christian ethics, with attention to selected contemporary problems.

151. Religion and Society. (4) A study of religion as a social phenomenon and its relationship to the structures of society — political, economic, and others, with special focus on the contemporary United States. (Same as Sociology 301.)

161. World Religions. (2,2,2,2) An introductory study of major religious traditions with an emphasis on the fundamental teachings of selected sacred texts.

161 (a) *Buddhism*

161 (b) *Primal Religion (Taoism and Native American)*

161 (c) *Hinduism*

161 (d) *Islam*

164. The Formation of the Christian Tradition. (4) A survey of the history of the Christian church from its origins to the Reformation.

165. History of Christianity in Modern Times. (4) A survey of the history of the Christian church from the Reformation to the present.

166. American Religious Life. (4) A study of the history, organization, worship and beliefs of American religious bodies, with particular attention to cultural factors.

171, 172. Meaning and Value in Western Thought. (4,4) A critical survey of religion and philosophy in the Western world from antiquity to modern times. Either Religion 171 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice made at registration.

173. Basic Christian Beliefs. (4) An introduction to the language of Christian faith, its central images and doctrines, its root narratives and practices, and its essential terms and truths.

177. Faith and Imagination. (4) A study of modern writers, including C.S. Lewis and J.R.R. Tolkien, who seek to retell the Christian story in imaginative terms.

209. The Pre-exilic Prophets. (2) A study of the background, personal characteristics, function, message, and permanent contribution of the prophets from Samuel through Jeremiah.

210. The Post-exilic Prophets. (2) A study of the background, personal characteristics, function, message, and permanent contribution of the prophets from Ezekiel to the end of the Old Testament era.

212. The Wisdom Literature. (2) An introduction to the Wisdom Literature of the Old Testament, with special attention to Proverbs.

217. Old Testament Apocrypha. (2) Reading of the books of the Apocrypha, with special attention to their origin and significance, and with a consideration of the ambivalence of Judaism and Christianity toward this literature.

218. Seminar in the Mediterranean World. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

235. Passion, Mind, and Power. (4) An examination of the relation between emotion, reason, and will in Christian ethical theory, ancient to modern, including feminist.

261. Judaism in the First Three Centuries of the Common Era. (4) A study of the development of Rabbinic Judaism out of the sects and movements of first century Judaism.

262. Contemporary Judaism. (2) A survey of Judaism today, including a study of some major religious, political, and literary figures.

263. Contemporary Catholicism. (2) An introduction to recent thought and practice in the Roman Catholic Church.

266. Religious Sects and Cults. (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.

267. The Baptists. (2) A survey of Baptist history, thought, and polity, including an examination of various Baptist groups and a study of important controversies.

270. Theology and Modern Literature. (4) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.

273. Studies in Ecumenical Theology. (4) A study of various images and models of the church, their interrelationships and implication for ecumenism.

277. Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

282. Honors in Religion. (4) A conference course including directed reading and the writing of a research project.

286, 287. Directed Reading. (1-4, 1-4) A project in an area of study not otherwise available in the department. P—Permission of instructor.

292. Teaching Religion. (4) A study of the teaching of religion in church, school, and community.

300. Meaning of Religion. (4) A phenomenological study of different ways of defining religion, including the views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

301. Myth. (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

302. Mysticism. (4) A study of mysticism from a multi-religious perspective, with emphasis on the psychological and sociological aspects of the phenomenon.

303. Religion and Science. (4) An examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought from Galileo to the present.

310. The Prophetic Literature. (4) An examination of the development and theological contents of the literary products of Israel's prophetic movement.

311. Poetic Literature of the Hebrew Bible. (2,4) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for two credits and is a prerequisite for the second half.)

312. The Critical Study of the Pentateuch. (4) A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

313. Near Eastern Archeology. (4) A survey of twentieth century archeology in the Near East with attention to its importance for Biblical studies.

314. Ancient Israel and Her Neighbors. (2) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.

315, 316. Field Research in Biblical Archeology. (4,4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

319. Visions of the End: Jewish and Christian Apocalyptic. (4) Reading and study of Daniel. Revelation and certain non-Biblical apocalyptic texts.

320. Jesus and the Synoptic Gospels. (4) A study of Jesus' proclamation and activity in light of modern critical research on the Gospels.

321. The Quest for the Historical Jesus. (4) An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" since the eighteenth century.

322. The General Epistles. (4) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the Early Church.

326. Early Christian Theologians: Paul. (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.

327. Early Christian Theologians: The Fourth Evangelist. (4) An examination of the Johannine interpretation of Jesus and the Christian faith.

328. The New Testament and Ethics. (4) A study of selected ethical issues in the New Testament within the context of Mediterranean culture.

332. Christian Ethics and Leadership. (2) A study of the moral practice of leadership from Christian and secular perspectives, with particular attention to the use of power and authority.

333. Christian Ethics and the Professions. (2) A study of the nature of the professions in contemporary society, their foundational ethical suppositions, and the significance of being Christian for professional conduct.

- 334. Christian Approaches to Bio-Medical Ethics.** (4) An examination of Catholic and Protestant understandings of life and death, with analysis of ethical issues in the context of the U.S. health-care system.
- 336. Roman Catholic and Protestant Ethics.** (4) A study and comparison of Catholic natural law ethics and Protestant responsibility ethics.
- 338. Ethics in Feminist Perspective.** (4) A study of the implications of feminist theologies, social theories, and views of human nature for ethical theory and practice.
- 341. Civil Rights and Black Consciousness Movements.** (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Same as History 376.)
- 342. Religion, Culture, and Modernity.** (4) An inquiry into the origins and development of modernity as idea and ideology, with special emphasis on its significance for non-Western social and religious movements.
- 343. The City as Symbol.** (4) A study of the city, past and present, as a unique repository and symbol of human values and aspirations.
- 345. The African-American Religious Experience.** (4) An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.
- 346. Theological Foundations of Religious Education.** (4) A study of theological methodology, theories of learning, and philosophies of education in terms of their implications for religious education.
- 347. The Emerging Church in the Two-Thirds World.** (4) An investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities.
- 350. Psychology of Religion.** (4) An examination of the psychological elements in the origin, development, and expression of religious experience.
- 354. Religious Development of the Individual.** (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.
- 355. Theology of Pastoral Care and Counseling.** (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care.
- 360. Hinduism.** (4) An advanced study of the Hindu tradition. Permission of instructor.
- 361. Buddhism.** (4) An advanced study of the Buddhist tradition and its impact on the culture of Asia. Permission of instructor required.
- 362. Zen Buddhism.** (4) The history and teaching of Zen.
- 363. Hellenistic Religions.** (4) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism, and Gnosticism.

364. Islam. (4) An advanced study of Islamic thought and the historical context of its development. Both ancient and contemporary impact of the teachings of Islam considered. Permission of instructor required.

365. History of Religions in America. (4) A study of American religions from colonial times until the present.

366. Gender and Religion. (4) An examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.

367. The Mystics of the Church. (4) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

368. The Protestant and Catholic Reformations. (4) A study of the origin and development of Reformation theology and ecclesiology.

369. Radical Christian Movements. (4) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.

372. History of Christian Thought. (2,4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for two credits each.

372 (a) *Patristic Thought*

372 (b) *Medieval and Reformation Thought*

374. Contemporary Christian Thought. (4) An examination of the major issues and personalities in modern theology.

375. Major Themes in Catholic Theology. (4) A detailed examination of the central themes of Christian theology through the study of major Roman Catholic theologians.

376. The Origins of Existentialism. (4) A study of the principal nineteenth century figures who form the background for twentieth century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

377. The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

378. Aesthetics and Religion. (4) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

380. The Main Streams of Chinese Philosophy and Religion. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Same as Philosophy 226.)

Near Eastern Languages and Literature

11, 112. Elementary Hebrew. (4,4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P—Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *Offered on demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (4) A study of the history and structure of four languages from the Hamito-Semitic family.

302. Akkadian I. (4) An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of semitic languages. *On demand.*

303. Akkadian II. (4) A continuation of Akkadian 302 with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On demand.*

Romance Languages

Byron R. Wells, Chair

Wake Forest Professor Kathleen M. Glenn

Professors Milorad Margitić, Candelas M. Newton

Associate Professors Sarah E. Barbour, Mary L. Friedman, Antonio Vitti,

Kari Weil, Byron R. Wells, M. Stanley Whitley

Assistant Professors Jane W. Albrecht, Gunnar Anderson,

Debra Boyd-Buggs, Constance Dickey, Ramiro Fernández, Judy K. Kem,

Linda S. Maier, Stephen Murphy, Juan Orbe

Lecturer Eva Marie Rodtwitt

Instructors Guy M. Arcuri, Martha Golden, Sabine Loucif, Bill B. Raines, Jennifer

Sault, Walter W. Shaw, Alison T. Smith,

Anna-Vera Sullam (Venice), Florence Toy

The major in French literature requires a minimum of thirty-six credits above French 213. French 216, 217, 219, and 221 or their equivalents are required, as are four additional literature courses. The major in French language and culture requires a minimum of thirty-six credits above French 213. French 216, 217, 219, 220, 222, and 224 or their equivalents are required, as are two of the following courses: 221, 223, 229. History 321 and 322 are recommended. An average of at least C must be earned in all courses taken in the major.

The minor in French language and culture requires twenty credits in French above French 213. It includes French 219, 220, 224, or their equivalents. The minor in French literature requires twenty credits in French literature above French 213.

The major in Spanish requires a minimum of thirty-six credits above Spanish 213. Spanish 217, 218, 219, 220, 223, 224, or their equivalents, plus one additional advanced course in Spanish literature and one in Spanish-American literature are required. Spanish 181, 1829, and 187 may not count toward the major. An average of at least C must be earned in all courses taken in the major.

The minor in Spanish language and culture requires twenty credits in Spanish above Spanish 213. It includes 217 or 218, plus 219, 220, 223, and 224. The minor in Hispanic literature requires twenty credits in Spanish above Spanish 213. It includes 217 and 218, plus three additional advanced courses in Spanish and Spanish-American literature. For both Spanish minors, with departmental approval, equivalent courses may be selected from the programs in Salamanca or Bogotá, and certain other substitutions may be made.

The minor in Italian language and culture requires twenty credits in Italian above Italian 153. It includes Italian 215, 216, 219, 220, and 224 or their equivalents. An average of at least C must be earned in all courses taken in the minor.

All majors are strongly urged to take advantage of the department's study abroad programs. (French majors are urged to live for at least a semester at the French House, a foreign language theme house for students of French.)

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in Romance Languages," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information, members of the departmental faculty should be consulted.

French

111, 112. Elementary French. (4,4) A course for beginners, covering the principles of French grammar and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary French. (5) A one-semester course covering the elements of grammar and skills presented in French 111, 112. Intended for students whose preparation for French 153 is inadequate. Not open to students who have received credit for French 112. Lab required.

153. Intermediate French. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. Lab required. P—French 112, 113, or two years of high school French and placement.

153x. Intermediate French. (4) Open to students by placement or permission. Lab required.

164. A Classic in Comedy. (2 or 4) Participants plan and present a production of a French comedy. The play is rehearsed and performed in French; students are involved in all aspects of production. For four credits, students also read and discuss other dramatic works. Course may be repeated for credit, but only four credits may be counted toward the major. P—Permission of instructor.

181. Swiss French Civilization. (4) The course is designed to acquaint the student with the Swiss people and their civilization by living for a few weeks with families. Visits are made to points of cultural, historical, literary, and artistic interest. A journal and a paper describing in detail some aspect of Swiss French civilization, both in French, are required. *Usually offered in the summer.*

185. Paris, Cultural Center of France. (4) A study of Paris monuments on location to explore the development of the city as capital and cultural center of France. No prerequisites. *Usually offered in the summer.*

199. French Individual Study. (2-4) P—Permission of the department.

213. Introduction to French Literature. (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Does not count toward the major or the minor. P—French 153 or equivalent.

216. Survey of French Literature from the Middle Ages through the Eighteenth Century. (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.

217. Survey of French Literature of the Nineteenth and Twentieth Centuries. (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.

219. Composition and Review of Grammar. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—French 153 or equivalent.

220. Conversation and Composition. (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. Lab required. P—French 153 or equivalent.

221. History and Structure of the Language. (4) Study of the historical development of French in a cultural and linguistic context from its earliest stages to the present and analysis of the phonology, morphology, and syntax of modern French. P—French 219 and 221.

222. French Phonetics. (2) A study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis.

223. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today. P—French 221 or permission of instructor.

224. French Civilization. (4) An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social, and economic life of France. P—French 221 or permission of instructor.

229. Business French. (4) A study of French used in business procedures, emphasizing specialized vocabulary pertaining to business correspondence, corporate organization,

banking, and governmental relations, with practice in translation and interpretations, oral and written. P—French 219 and 221 or permission of instructor.

231. Medieval French Literature. (2-4) A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P—French 216 or 217 or permission of instructor.

233. Sixteenth Century French Literature. (4) The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais, Montaigne, and the major poets of the age. P—French 216 or 217 or permission of instructor.

241. Seventeenth Century French Literature. (4) A study of the outstanding writers of the Classical Age. P—French 216 or 217 or permission of instructor.

242. Seminar in Seventeenth Century French Literature. (4) A study of selected topics of the period. Topics may vary from year to year. P—French 216 or 217 or permission of instructor.

251. Eighteenth Century French Literature. (2-4) A survey of French literature of the eighteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

252. Seminar in Eighteenth Century French Literature. (2-4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

261. Nineteenth Century French Literature. (4) A study of French literature of the nineteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

262. Seminar in Nineteenth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

263. Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—French 216 or 217 or permission of instructor.

264. French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—French 216 or 217 or permission of instructor.

265. French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P—French 216 or 217 or permission of instructor.

271. Twentieth Century French Literature. (4) A study of general trends and representative works of the foremost prose writers, dramatists, and poets. P—French 216 or 217 or permission of instructor.

272. Seminar in Twentieth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

274. African and Caribbean Literatures in French. (4) An introduction to the literature and culture of the French-speaking countries of Africa and the Caribbean. Emphasis will

be placed upon the contemporary negro-African novel along with highlights of culture and civilization.

275. Special Topics in French Literature. (2,4) Selected themes or approaches to French literature that transcend boundaries of time and genre. P—French 216 or 217 or permission of instructor.

280. Directed Research. (2) Required for honors in French.

281. Directed Study. (3,4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in France

The department sponsors a semester in France in Dijon, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 220 or its equivalent or at least one French course beyond the intermediate level. At least one semester's residence in the French House is strongly recommended.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2192. Advanced Oral and Written French. (4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2242. French Civilization. (4) An introduction to French culture and its historical development. Field trips to museums and to points of historical and cultural significance in Paris and the French provinces.

2232. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

2402. Independent Study. (2-4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

2742. Special Topics in French Literature. (2) Selected topics in French literature; topics vary from year to year.

2752. French Literature. (2) Topics in the novel, theater, and poetry of France, largely of the period since 1850.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

Spanish

111, 112. Elementary Spanish. (4,4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Spanish. (5) A one-semester course covering the elements of grammar and skills presented in Spanish 111, 112. Intended for students whose preparation for Spanish 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have received credit for Spanish 112. Lab required.

153. Intermediate Spanish. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. P—Spanish 112 or 113 or two years of high school Spanish and placement. Lab required.

153x. Intermediate Spanish. (4) Open by placement or permission. Lab required.

199. Individual Study. (2-4) P—Permission of the department.

213. Introduction to Hispanic Literature. (4) Selected readings in Spanish and Spanish American literature. Does not count toward the major or the minor. P—Spanish 153 or equivalent.

217. Masterpieces of Spanish Literature. (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. P—Spanish 213 or permission of instructor.

218. Masterpieces of Spanish American Literature. (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. P—Spanish 213 or permission of instructor.

219. Advanced Grammar and Composition. (4) A systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. P—Spanish 213 or equivalent.

220. Advanced Conversation. (4) Practice with oral Spanish, stressing fluency, listening comprehension, vocabulary growth, and proficiency in handling everyday situations, with additional work on support writing skills. Lab required. P—Spanish 213 or equivalent.

221. History and Structure of the Spanish Language. (4) Study of the historical development of Spanish in a cultural and linguistic context from its earliest stages to the present. Analysis of its current and internal changes. P—Spanish 219 and 220 or permission of instructor.

222. Spanish Phonology. (4) Description of, and practice with, the sound system of Spanish. Systematic analysis of the phonemes, allophones, and stress and intonation patterns of the language, and discussion of dialectal and stylistic variation. Lab required. P—Spanish 219 and 220 or permission of instructor.

223. Latin American Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 217 or 218.

224. Spanish Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 217 or 218.

228. Spanish for the Professions. (2) Spanish usage of a selected professional area. Emphasis on communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—Spanish 219, 220, and permission of instructor.

229. Commercial, Official, and Social Correspondence. (4) Instruction in the special vocabularies, formats, and styles required in written communications, with an emphasis on business Spanish. Students write in Spanish communications appropriate to each type of correspondence. P—Spanish 219 and 220 or permission of instructor.

230. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries. P—Spanish 217 or 218 or permission of instructor.

231. Medieval and Pre-Renaissance Spanish Literature. (4) Study of the major literary works of the Middle Ages and pre-Renaissance. P—Spanish 217 or 218 or permission of instructor.

232. Sixteenth and Seventeenth Century Spanish Literature. (4) Study of the major literary works of the Golden Age. P—Spanish 217 or 218 or permission of instructor.

233. Eighteenth and Nineteenth Century Spanish Literature. (4) Study of a representative selection of poetry, drama, essays, and novels of these two centuries. P—Spanish 217 or 218 or permission of instructor.

241. Golden Age Drama. (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P—Spanish 217 or 218 or permission of instructor.

243. Cervantes. (4) Intensive study of the life and works of Cervantes, with special attention on the *Quixote* and the *novelas ejemplares*. P—Spanish 217 or 218 or permission of instructor.

252. Spanish Poetry. (2-4) A study of selected topics, such as *gongorismo*, the *Romancero*, and the Generation of 1927. P—Spanish 217 or 218 or permission of instructor.

262. Spanish-American Poetry. (4) Intensive study and textual analysis of Spanish-American poetry with special emphasis on representative poets and major trends: Culteranismo, epic poetry, gaucho poetry, Modernismo, avant garde poetry, and anti-poetry. P—Spanish 217 or 218 or permission of instructor.

263. Contemporary Spanish-American Theater. (4) A study of the Spanish-American dramatic production from the end of the 19th century to the present. The course focuses on the development of some of the main dramatic movements of the 20th century: realism, absurdism, avant garde, and collective theater. P—Spanish 217 or 218 or permission of instructor.

264. Spanish-American Short Story. (4) Intensive study of the twentieth century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García Márquez. P—Spanish 217 or 218 or permission of instructor.

265. Spanish-American Novel. (4) A study of the novel in Spanish-America from its beginning through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

266. Seminar in Spanish-American Novel. (2-4) A study of one or more categories of Spanish-American novels, such as romantic, *indianista*, realistic, *gauchesca*, and social protest. P—Spanish 217 or 218 or permission of instructor.

273. Modern Spanish Novel. (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

274. Modern Spanish Literature. (2 or 4) An analysis of selected contemporary works representative of the novel, poetry, theater, and essay. P—Spanish 217 or 218 or permission of instructor.

275. Special Topics. (2-4) Selected special topics in Spanish literature. P—Spanish 217 or permission of instructor.

280. Directed Research. (2) Required for honors in Spanish.

281. Directed Study. (3-4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

287. Special Topics. (2-4) Selected special topics in Spanish-American literature. P—Spanish 217 or 218 or permission of instructor.

Semester in Spain

The department offers a semester in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should be of junior standing, (2) should have completed Spanish 221, and (3) should be approved by both their major department and the Department of Romance Languages.

1829. Introduction to Spain. (2-4) Familiarization with the Spanish people, Spanish culture, and daily life in Spain. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, and lectures on selected topics.

2019. Intensive Spanish. (2) Intensive study and practice of the oral and written language. P—Permission of instructor.

2049. Spanish Phonetics and Phonology. (4) Theory and practical application of the elements involved in speaking correct Spanish.

2199. Advanced Spanish. (4) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. P—Permission of instructor.

2259. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century. (4) Extensive reading and study of trends and influences.

2279. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries.

2419. Spanish Literature of the Golden Age. (4) A survey of the most important authors and genres of the Golden Age, with particular emphasis on the novel and the drama.

2759. Contemporary Spanish Literature. (4) A study of general trends and representative works of selected prose writers, dramatists, and poets from the modern period.

Sociology 2029. Social-Political Structures of Present-Day Spain. (4) A study of the various social and political elements which affect the modern Spanish state.

History 2019. General History of Spain. (4) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (4) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Italian

111, 112. Elementary Italian. (4,4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab required. Lecture—five hours. *Offered every semester.*

127. Basic Conversation. (2) Brief review of grammar; emphasis on vocabulary building and conversation for everyday survival while discovering Italy and Italian culture through film, TV, documentaries and literature. P—Italian 113 or equivalent. Does not satisfy requirements for minor or certification in Italian studies.

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. Lecture—five hours. P—Italian 113 or two years of high school Italian. *Also offered in Venice.*

153x. Intermediate Italian. (4) Open by placement or permission. Lab required.

199. Individual Study. (2-4) P—Permission of instructor.

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. *Offered in the spring.* P—Italian 153 or equivalent. *Also offered in Venice.*

216. Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P—Italian 153 or equivalent.

219. Advanced Grammar and Composition. (4) A thorough review of the basics of structure and vocabulary featuring a more detailed examination of complex syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources, and free composition. P—Italian 215 or equivalent.

220. Advanced Conversation and Composition. (4) Practice in speaking and writing Italian, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—Italian 219 or 275.

224. Italian Civilization I. (4) The culture and its historical development from Charlemagne to the Risorgimento; emphasis on intellectual, artistic, political, social, and economic life. P—Italian 215 or 216.

225. Italian Civilization II. (4) The historical development of modern Italian culture from the Risorgimento to the present. Use of newspapers, magazines, TV broadcasts, films, and literary readings to stimulate oral and written responses to the problems of contemporary Italy. P—Italian 215 or 216.

275. Special Topics. (4) Selected special topics in Italian literature. P—Italian 215 or 216.

Semester in Venice

153. Intermediate Italian. (5)

215. Introduction to Italian Literature I. (4)

216. Introduction to Italian Literature II. (4)

See the course listings under Italian (pages 174-175) for descriptions and prerequisites.

Sociology

Philip J. Perricone, Chair

Wake Forest Professor Charles F. Longino

Professors John R. Earle, Catherine T. Harris,

Willie Pearson Jr., Philip J. Perricone

Associate Professors H. Kenneth Bechtel, Beverly Wright

Assistant Professor Ian M. Taplin

Visiting Instructors Kevin D. Everett, Doug Pryor

A major in sociology requires thirty-seven credits and must include Sociology 371 and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade-point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires twenty credits and must include Sociology 371. A minimum grade-point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade-point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

The program in sociology provides majors with several options. In addition to pursuing a regular major in sociology, students may choose to specialize in any of four concentrations: 1) family studies, 2) crime, law, and social control, 3) health and society, and 4) business and society. These concentrations are described in detail in the *Handbook for Sociology Students*, a copy of which may be obtained from the sociology office or any member of the departmental faculty.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: Sociology 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless such a prerequisite is specified in the course description.

151. Principles of Sociology. (4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects.

152. Social Problems. (4) Survey of contemporary American social problems.

153. Marriage and the Family. (4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

154. The Sociology of Deviant Behavior. (4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior.

205. Photography in the Social Sciences. (4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Not open to students who have had Art 119. P—Permission of instructor.

301. Religion and Society. (4) Study of religion as a social phenomenon and its relationship to the other structures of society—political, economic and others, with special focus on the contemporary United States. (Also offered as Religion 151.)

302. Bureaucracy and Society. (4) The sociological analysis of complex organizations focusing on bureaucracy, power, authority, decision making, and change. Attention will be given to business as well as government and other non-profit organizations.

303. Business and Society. (4) Historical development, organization, and current problems of business enterprises in American society.

305. Male and Female Roles in Society. (4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction.

308. Sociology of Art. (2) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings.

309. Sexuality and Society. (4) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.

310. Death and Dying. (2) Study of some of the basic issues and problems of modern man in accepting and facing death.

311. Women in Professions. (4) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.

325. Self and Society. An Interactionist Perspective. (4) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.

326. Interpersonal Crime. (4) Analysis of the dynamics of nonconsensual face-to-face crime and deviance from an interactionist perspective. Includes exploration of the standpoints of offenders, victims, control agents, and the public toward rape, incest, spouse battering, robbery, child physical abuse, and sexual harassment.

327. Qualitative Methods in Deviance Research. (4) An exploration of field observation and depth interview research methods for studying deviance and crime. Emphasis on entering field settings and collecting data in collaboration with the instructor.

334. Society and Higher Education. (4) An analysis of the social forces that shape educational policies in the United States. Assessment of significant contemporary writings on the manifest and latent functions of education.

335. Sociology of Health and Illness. (4) Analysis of the social variables associated with health and illness.

336. Sociology of Health Care. (4) An analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.

337. Aging in Modern Society. (4) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Permission of instructor.

338. Sociological Issues in Criminal Justice. (4) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.

339. Sociology of Violence. (4) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society.

340. Sociological Issues in Human Development. (4) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society.

341. Criminology. (4) Crime, its nature, causes, consequences, methods of treatment, and prevention.

342. Juvenile Delinquency. (4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.

343. Sociology of Law. (4) Consideration will be given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, the impact of social class and stratification upon the legal order.

344. Women and Crime. (4) Course will focus on four major areas related to women and crime: women as offenders, the processing of women by the criminal justice system, women as victims, and women as criminal justice professionals. P—341 and permission of instructor.

345. Advanced Topics Seminar in Criminology. (4) Emphasis on current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—341 and permission of instructor.

347. Society, Culture, and Sport. (4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society.

348. Sociology of the Family. (4) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.

349. Sociology of Science. (4) Emphasis on the origins and growth of science in socio-historical perspective, reciprocal relations between science and society in the twentieth century, science as a social system.

350. Mass Communications and Public Opinion. (4) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society.

351. Management and Organizations. (4) A study of macro organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.

352. White-Collar Crime. (4) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—341.

358. Population and Society. (4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.

359. Race and Ethnic Relations. (4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.

360. Social Stratification. (4) The study of structured social inequality with particular emphasis on economic class, social status, and political power.

361. Sociology of the Black Experience. (4) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sports, entertainment, science, politics, etc.).

362. Sociology of Work. (4) Changing trends in the U.S. labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data.

363. Markets and Industry. (4) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions.

364. Political Sociology. (4) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.

371, 372. The Sociological Perspective. (4,5) A two-semester course dealing with the development and application of major theories and research methods in sociology. A continuing effort is made to enable the student to deal with current theoretically oriented research. Regularly scheduled computer labs will be arranged during the Sociology 372 portion of the course. P—Sociology 151, 152, 153, or 154.

380. Social Statistics. (4) Basic statistics, emphasizing application in survey research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Mathematics 109, or Anthropology 380. A sociology major may take Anthropology 380 in lieu of Sociology 380 to meet major requirements.)

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.

398, 399. Individual Study. (1-4, 1-4) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Spanish Studies

(Foreign Area Study)

Kathleen Glenn (Romance Languages), Coordinator

Students are required to participate in the semester in Spain program at Salamanca. They also are required to take History 2019, *General History of Spain* (4) taught in Salamanca; Sociology 2029, *Social and Political Structures of Present Day Spain* (4) taught in Salamanca; either Art 2029, *Spanish Art and Architecture* (4) taught in Salamanca or Spanish 224, *Spanish Civilization* (4); and Spanish 217, *Masterpieces of Spanish Literature* (4).

Students must take twelve additional credits from the advanced courses in Spanish language and the literature of Spain offered by the Department of Romance Languages, or from those offered at the University of Salamanca.



Speech Communication

Michael David Hazen, Chair

Professors Julian C. Burroughs Jr., Michael David Hazen

Adjunct Professor Jo Whitten May

Associate Professors Allan D. Loudon, Jill Jordan McMillan

Assistant Professors John T. Llewellyn, Randall G. Rogan

Instructors Mary M. Dalton, Margaret D. Zulick

Visiting Instructor Andrew Leslie

Adjunct Instructors Susan L. Faust, Mardene G. Morykwas, Karen L. Oxendine

Debate Coach Ross K. Smith

A major in speech communication requires forty credits, at least twelve of which must be at the 300-level. All majors are required to take courses 100, 110, and 220 or 225 and should begin their study of speech communication with these courses. In addition, at least twelve credits must be taken from among the following courses: 113, 114, 200, 201, 245, 246, 335, and 340 (or 341). An overall minimum grade-point average of 2.0 in all speech communication courses attempted is required for graduation.

A minor in speech communication requires twenty-four credits, at least four of which must be at the 300-level, and shall include courses 100, 110, and 220 or 225. Remaining coursework must include at least four credits from among the following courses: 113, 114, 200, 201, 245, 335, and 340 (or 341). An overall minimum grade-point average of 2.0 in all speech communication courses attempted is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in speech communication. To be graduated with the designation "Honors in Speech Communication," students must pass the departmental honors course, complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

100. Introduction to Communication and Rhetoric. (4) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

110. Public Speaking. (4) A study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches.

111. Radio-TV Speech. (4) An introduction to announcing and performing on radio and television.

112S. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance. *Offered in summer only.*

113. Interpersonal Communication. (4) An introductory overview of interpersonal communication theories and principles designed to improve the student's understanding of and ability to effectively communicate in interpersonal contexts.

- 114. Group Communication.** (4) An introduction to the theory and practice of group interaction and decision-making. The course features lectures and discussions of theory and includes opportunities to participate in formal and informal group processes.
- 115. Writing for Radio-TV-Film.** (4) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorial).
- 160. Sign Language for the Deaf I.** (2) An introduction to the basic expressive and receptive skills for finger spelling and the language of signs with attention to the culture of the deaf.
- 161. Sign Language for the Deaf II.** (2) Advanced work on basic expressive and receptive skills for finger spelling and the language of signs with attention to the culture of the deaf.
- 200. Debate and Advocacy.** (4) The use of argumentative techniques in oral advocacy: research, speeches, and debate.
- 201. Persuasion.** (4) A study of the variables and contexts of persuasion in contemporary society.
- 210. Advanced Public Speaking.** (4) Advanced study in the art of public address. This course is recommended for students with some previous speech experience and/or training.
- 211. Media Production: Studio.** (4) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory.
- 212. Media Production: Field.** (4) An introduction to the production of audio and video media projects. Single camera field production and post-production emphasized. Lecture/laboratory.
- 213. Film Production.** (4) A study of the basic elements of motion picture production.
- 220. Empirical Research in Communication.** (4) An introduction to methodological design and univariate statistics as used in communication research.
- 225. Historical/Critical Research in Communication.** (4) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.
- 245. Introduction to Mass Communication.** (4) A historical survey of mass media and an examination of major contemporary media issues.
- 246. Introduction to Film.** (4) An introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, color, etc.
- 261. Clinical Management of Speech and Language Disorders.** (4) Methods used to correct speech disorders of voice, rhythm, language, and articulation; observation of methods used with selected cases in clinical or public school settings. *Offered in alternate fall semesters.*

262. Communication Disorders of the Hearing-Impaired. (4) The etiology and effect of hearing impairment on communication. The fundamentals of auditory training, speech reading, and other resources for the rehabilitation of the hearing-impaired individual. *Offered in alternate spring semesters.*

263. Speech and Language Disorders I. (4) Study of the disorders of language, articulation, and rhythm, with special emphasis on functional disorders; focus is on the role the therapist plays in assisting the speech-handicapped child. *Offered in alternate fall semesters.*

264. Speech and Language Disorders II. (4) Consideration of etiology and symptoms of speech and language problems due to organic disorders of voice, articulation, language, and hearing. *Offered in alternate spring semesters.*

280. Communication Practicum I. (2,4) Individual projects in debate or communication internship to be approved, supervised, and evaluated by an appropriate faculty adviser. No student may register for more than two credits of practicum in any semester. No student is allowed to take more than a total of eight credits in practicum, only four credits of which may be counted toward a major in speech communication. Pass/fail only. P—Permission of instructor.

281. Communication Practicum II. (2,4) See previous description.

283. Individual Study. (1-4) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.

285. Honors Course. (2,4) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department.

300. Classical Rhetoric. (4) A study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. *Offered in alternate years.*

301. Semantics and Language in Communication. (4) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. *Offered in alternate years.*

302. Argumentation Theory. (4) An examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*

303S. Directing the Forensic Program. (2,4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

304. Freedom of Speech. (4) An examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. *Offered in alternate years.*

310. Advanced Media Production. (1-4) Special projects in audio and video production for students with previous media production experience. P—Speech Communication 211, 212, 213, or permission of instructor.

330. Communication and Conflict. (4) A review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.

335. Survey of Organizational Communication. (4) An overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.

336. Organizational Rhetoric. (4) Explores the persuasive nature of organizational messages—those exchanged between organizational members, and those presented in behalf of the organization as a whole. *Offered in alternate years.*

337. Rhetoric of Institutions. (4) A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. *Offered in alternate years.*

340. American Rhetorical Movements to 1900. (4) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents with emphasis on antislavery and women's rights.

341. American Rhetorical Movements since 1900. (4) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.

342. Political Communication. (4) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.

345. Mass Communication Theory. (4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication.

346. Film Theory and Criticism. (4) A study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—Speech Communication 246 or permission of instructor.

347. Film History to 1945. (4) A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.

348 Film History since 1945. (4) A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

350. Intercultural Communication. (4) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. *Offered in alternate years.*

351. Comparative Communication. (2,4) A comparison of communicative and rhetorical processes in the United States with one or more other national cultures with an emphasis on both historical and contemporary phenomena. A. Japan; B. Soviet Union; C. Great Britain; D. Multiple countries. *Offered in alternate years.*

370. Special Topics. (1-4) An examination of topics not covered in the regular curriculum.

380. Great Teachers. (2,4) An intensive study of the ideas of three noted scholars and teachers in the field of communication. Students will interact with each teacher during a two to three day visit to Wake Forest.

Theater

Donald H. Wolfe, Chair

Professors James H. Dodding, Harold C. Tedford, Donald H. Wolfe

Adjunct Professor Darwin R. Payne

Adjunct Instructor Mary Lucy Bivins

Lecturers Zanna Beswick (London), Jonathan H. Christman,

John E. R. Friedenber, Patricia W. Toole, Mary R. Wayne

A major in theater consists of a minimum of forty credits, at least eight of which must be at the 300-level. This includes a required core of 36 credits: Theater 110 or 112, 140, 150, 250, 251 or 252, 260, 261, 340, 381 and 385. (Students interested in a theater major should elect Theater 112.) Four semesters of Theater 100 (0 credits) also are required. Majors may choose their remaining courses from the offerings listed under the Department of Theater. A minimum grade of 2.0 in all theater courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theater majors are required to take two courses in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Those who plan to be theater majors are urged to begin their studies during their first year.

Highly qualified majors (departmental GPA of 3.3, overall GPA of 3.0) are invited by the department to apply for admission to the honors program in theater. To be graduated with the designation "Honors in Theater," a student must successfully complete Theater 292 (4). Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theater honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates complete information on preparation and completion of projects.

A minor in theater requires 24 credits: Theater 110 or 112, 140, 150, 260 or 261, two theater electives and two semesters of Theater 100 participation. Theater minors are required to take one course in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Any person who is interested in a theater major or minor should contact the chair of the department soon after arrival on the campus.

100. Participation. (0) Attendance/participation in Mainstage and Studio performances; and other events as established by the department. (Specific attendance/participation requirements will be established at the beginning of each semester.) Four semesters, or a minimum of eight University Theater productions, are required of theater majors. Participation in at least two of the eight productions must be in technical production. Two semesters, or a minimum of four University Theater productions, are required of theater minors. Participation in one of the four productions must be in technical production. Assignments for technical production are made through consultation with the technical and design faculty.

110. Introduction to the Theater. (4) For the theater novice. A survey of the theory and practice of the major disciplines of theater art: acting, directing, playwriting, and design. Participation in Studio and Mainstage productions. Students planning to major in theater are encouraged to take THE 112. Credit will not be given for both THE 110 and 112. May be used to satisfy a requirement in Division I.

112. Introduction to the Theater. (4) For the experienced theater student. A survey of the theory and practice of the major disciplines of theater art: acting, directing, playwriting, and design. Students planning to major in theater are encouraged to take THE 112. Credit will not be given for both THE 110 and 112. Experience in Studio and Mainstage productions. May be used to satisfy a requirement in Division I.

140. Acting I. (4) Fundamental acting theory and techniques including exercises, monologues and scene work.

143. Speech for Stage and Workplace. (4) Vocal resonance, articulation, awareness of regional dialects, ear training, phonetics and body tensions are explored in conjunction with text. Exercises, readings and performances.

144. Mime. (4) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

146. Performance Techniques. (4) A course focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. (Suitable for non-majors.)

150. Introduction to Design & Production. (4) An introduction to the architecture and technology of the theater, including the essentials of the operation of the scene shop, stage equipment, occupational health and safety. The course stresses the collaborative art of the theater through an introduction to theater design including script analysis, visual research, communication of the design, drafting, and color.

155. Stagecraft. (4) This introductory course focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis on using current technologies for problem solving.

188. The Contemporary English Theater. (2) An exploration of the English theater through theater attendance in London and other English theater centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites and the variety of cultural differences observed. *Two weeks. Offered in London before spring term.* P—Permission of instructor.

241. Stage Movement. (4) An advanced class exploring stage movement theories, techniques, and skills, drawing upon the theories of Alexander, LeCoq, Fialka, Kantor, Pisk, and others. P—THE 140.

244. Advanced Mime. (4) This course enlarges upon skills and techniques acquired in THE 144 (*Mime*), with the addition of other mime forms. The course includes exercises, rehearsals, and performances. P—THE 144.

- 245. Acting II.** (4) Advanced study and practice of the skills introduced in Acting I. P—THE 140, 143.
- 246. Period and Style.** (4) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—THE 140, 143.
- 250. Theatrical Scene Design.** (4) A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting will be emphasized. P—THE 150.
- 251. Costume and Makeup Design.** (4) A study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction and stage makeup will be explored. P—THE 150.
- 252. Lighting and Sound Design.** (4) An exploration of the lighting and sound designer's process from script to production. A variety of staging situations will be studied, including proscenium, thrust and arena production. P—THE 150.
- 259. Theater Management: Principles and Practices.** (4) This course reviews the development of theater management in the U.S. with emphasis on the role of the producer; explores commercial and not-for-profit theater with attention to planning, personnel, and the economics of theater. Includes readings, lectures, and reports.
- 260. History of Western Theater I (Beginnings to 1642).** (4) A survey of the development of Western theater and drama through the Greek, Roman, medieval, and Renaissance theaters to 1642; includes lectures, readings and reports. (Suitable for non-majors.)
- 261. History of Western Theater II (1642 to the Present).** (4) A survey of Western theater and drama from the French Neoclassic theater through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theater; includes lectures, readings and reports. (Suitable for non-majors.)
- 281. Acting Workshop.** (2) Scene work with student directors utilizing realistic texts. Offered pass/fail only. P—THE 140 or permission of instructor.
- 283. Practicum.** (1-2) Projects under faculty supervision. May be repeated for no more than 4 credits. P—Permission of the department.
- 290. Special Seminar.** (2-4) The intensive study of selected topics in theater. May be repeated.
- 292. Theater Honors.** (4) A tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—Permission of department.
- 294. Individual Study.** (1-4) Special research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than 4 credits. P—Permission of department.

2650. The English Theater, 1660-1940. (4) A study of the major developments in the English theater from the Restoration to World War II, including the plays, playwrights, actors, audiences, theater architecture, theater management, costumes and sets. Field trips include visits to theaters, museums, and performances. *Offered in London.*

340. Directing. (4) An introduction to the theory and practice of play directing. P—THE 110/112, 140 and 150; C—THE 381.

344. Acting Shakespeare. (4) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—THE 140, 143.

381. Directing Workshop. (2) The practical application of directing techniques in realistic scene study utilizing student actors. This course is a co-requisite of THE 340.

385. Studio Production. (2) The organization, techniques and problems encountered in the production of a play for the public. P—THE 340 and permission of department.

390, 391. Special Seminar. (2-4) The intensive study of selected topics in the theater. May be repeated.

Dance

Rebecca Myers, Instructor and Director of Dance

A dance minor requires twenty-four credits and must include Dance 120, 121, 122, 123, 126, 127, 128 (or 129, or 131)*, 201 and 202; Music 101 or 102; Theater 110 or 112. The remaining credits may be chosen from Music 161, 165p, 165r, 167v, 190, 261; and Theater 140, 144, 150, 251, 252.

119. Aerobic Dance (1)

120. Beginning Dance Technique (1)

121. Intermediate Dance Technique. (1) P—Dance 120 or permission of instructor.

122. Advanced Dance Technique. (1) P—Dance 121 or permission of instructor.

123. Dance Composition (1) P—Dance 121.

124. Social Dance. (1)

125. Folk and Social Dance. (1)

126. Jazz Dance. (1)

127. Beginner Classical Ballet Techniques. (1)

* The dance minor requires only one course in classical ballet. Most dancers take Dance 128, Beginning Ballet; however, students who arrive at Wake Forest with extensive dance preparation may enter the program at the intermediate or advanced level.

128. Dance Theater. (1) May be repeated for a maximum of eight credits. P—Permission of instructor.

129. Intermediate Classical Ballet. (1)

131. Advanced Classical Ballet. (1)

201. Senior Dance Project. (2) A course involving the creative process of developing a dance.

202. History of American Dance. (4) A survey of American dance from the 1600s to the present with emphasis on scope, style, and function.

Women's Studies

(Interdisciplinary Minor)

Mary K. DeShazer (Women's Studies), Coordinator

121. Introduction to Women's Studies. (4) An interdisciplinary course, taught by faculty representing at least two fields, that integrates materials from the humanities and the social sciences. Topics include methods and goals of women's studies, feminist critical theory, and the place of women in culture and society.

321. Seminar in Women's Studies. (4) Consideration of theoretical and methodological questions and research on current topics in women's studies.

359. Fathers and Daughters. (4) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.

396. Independent Study. (1-4) Independent projects in women's studies which either continue study begun in regular courses or develop new areas of interest. By prearrangement.

397. Internships in Women's Studies. (2-4) Practicum opportunities for work and for research in conjunction with a local women's organization: Winston-Salem Family Services, NOW, Council on the Status of Women, the North Carolina Center for Laws Affecting Women, etc. Pass/fail only.

The interdisciplinary minor in Women's Studies requires the core course Women's Studies 121 and five other courses. At least two of the five courses must be in the humanities and two must be in the social sciences/sciences, and the courses must be distributed among at least three departments, for a total of twenty-four credits. It is recommended that one of these courses be the upper division seminar, Women's Studies 321. This structure gives students an understanding of the interdisciplinary nature of Women's Studies within the context of the traditional liberal arts curriculum.

A student minoring in Women's Studies might take Women's Studies 121 as a sophomore, one humanities and one social science course as a junior, and Women's

Studies 321, another humanities course, and another social science course as a senior. In addition to the Women's Studies courses listed above, the following courses may be included in the minor. (See course descriptions under appropriate listings.)

Courses in the Humanities

- Art 251. *Women and Art*. (4)
- Classics 252. *Women in Antiquity*. (3,4)
- English 340. *Studies in Women and Literature*. (4)
 - a. The woman writer in society
 - b. Feminist critical approaches to literature
- English 376. *American Poetry Before 1900*. (4)
- English 377. *American Jewish Literature*. (4)
- English 381. *Studies in Black American Literature*. (4)
- History 341. *History of Women in Modern Asia*. (4)
- History 365. *Women in American History*. (4)
- Humanities 230. *Women Writers in Contemporary Italy*. (4)
- Humanities 320. *Women in the Middle Ages*. (4)
- Humanities 347. *Women Writers in Japanese Culture*. (4)
- Humanities 353. *African and Caribbean Women Writers*. (4)
- Music 208. *Women and Music*. (4)
- Religion 340. *Men's Studies and Religion*. (4)
- Religion 366. *Gender and Religion*. (4)
- Religion 370. *Women and Christianity*. (4)
- Religion 371. *Theology of Sexual Embodiment*. (4)
- Speech Communication 357. *The Rhetoric of the Women's Rights Movement*. (4)

Courses in the Social Sciences/Sciences

- Biology 318. *Gender and Science*. (3)
- Politics 229. *Women in Politics*. (4)
- Psychology 265. *Human Sexuality*. (4)
- Psychology 358. *Psychology of Women*. (4)
- Sociology 153. *Marriage and the Family*. (4)
- Sociology 305. *Male and Female Roles in Society*. (4)
- Sociology 309. *Sexuality and Society*. (4)
- Sociology 311. *Women in Professions*. (4)
- Sociology 348. *Sociology of the Family*. (4)
- Sociology 359. *Race and Ethnic Relations*. (4)

Students intending to minor in Women's Studies should consult the coordinator of Women's Studies in Tribble Hall A-106B, preferably during their sophomore year.

Overseas Courses

*WFU courses taught on overseas campuses during the last five school years
Fall 1988-Spring 1993*

BEIJING, China Semesters Taught

CHI 1131.	Elementary Chinese (10)	Fall: 1991, 1990
CHI 1521.	Communism in China. Contemporary Issues in Historical Perspective (4)	Fall: 1991
CHI 1551.	Pre-Advanced Intermediate Chinese Perspective (10)	Fall: 1991, 1990
HMN 2431.	China in Perspective (2)	Fall: 1991, 1990
HMN 3641.	Issues in Contemporary China (4)	Fall: 1990
HMN 3641.	Communism in China. Contemporary Issues in Historical Perspective (4)	Fall: 1991

DIJON, France Semesters Taught

ART 2712.	Studies in French Art (2)	Fall: 1992, 1991, 1990, 1989, 1988
FRH 2192.	Adv. Oral & Written French (4)	Fall: 1992
FRH 2232.	Adv. Oral & Written French (4)	Fall: 1991, 1990, 1989, 1988
FRH 2242.	French Civilization (4)	Fall: 1992
FRH 2282.	Contemporary France (4)	Fall: 1991, 1990, 1989, 1988
FRH 2292.	French Civilization (4)	Fall: 1992, 1991, 1990, 1989, 1988
FRH 2402.	Independent Study (2)	Fall: 1992, 1991
FRH 2742.	Special Topics in French Literature (2)	Fall: 1990
FRH 2752.	French Literature (2)	Fall: 1992, 1991, 1990, 1989, 1988

FREIBURG-im-BREISGAU, Germany Semesters Taught

BUS 5007.	European Business Law (4)	Fall: 1992
ECN 2317.	European Economic Policies (4)	Fall: 1992
ECN 2517.	European Market Integration (4)	Spring: 1992
ECN 2517.	Internat. Econ. Relations of the EC (4)	Fall: 1992
ECN 2527.	Internat. Econ. Relations of the EC (4)	Spring: 1992
ECN 2537.	European Market Integration (4)	Fall: 1992
ECN 2587.	Internat. Econ. Relations of the EC (4)	Spring: 1992
ECN 2727.	Introduction to the Eur. Community (1)	Spring: 1992 Fall: 1992
GER 2197.	Adv. Comp. Read. and Conv. (4)	Spring: 1992
GER 2317.	Authori. & Democ. Trad. of Germany (4)	Spring: 1992

GER 2707.	Elementary German II (4)	Spring: 1992
GER 2707.	Intermediate German I (4)	Spring: 1992
		Fall: 1992, 1991
GER 2817.	20th Cent. Ger. Short Works in Prose (4)	Spring: 1992
MUS 5007.	Music & Song in Concentration Camps (4)	Spring: 1992
POL 2427.	Pol. Institutions of the Eur. Community: Policies of European Integration (4)	Spring: 1992
POL 2517.	European Market Integration (4)	Spring: 1992
POL 2527	Foreign Policy Between Ger. Unifi. and European Integration (4)	Spring: 1992
POL 2527.	Europe in Transition (4)	Spring: 1992
POL 2877.	European Political Cultures (4)	Spring: 1992

HIRATSUKA, Japan (Tokai University)

HMN 3421.	Japan in Perspective (2)	Fall: 1992, 1991
HST 3461.	Foreign Encounters with Japan (4)	Fall: 1992
JAP 2191.	Advanced Japanese (10)	Fall: 1992, 1991
SCT 3711.	Comparative Communication (4)	Fall: 1991

KIEV, Ukraine

HST 3328.	Russian and Soviet Hist.: 1880-Present (4)	Fall: 1991
POL 2328.	Current Political Events in the USSR (4)	Fall: 1991
POL 2428.	Form. & Development. Problems of the Pol. Syst. of the Common. of Ind. States (4)	Spring: 1992
POL 2528.	Hist. of Internat. Relations & Foreign Policy 1975-1992 (4)	Spring: 1992
POL 2528.	Topics in Soviet-American Relations (4)	Fall: 1991
RUS 2158.	Topics in Adv. Russian Liter. (4)	Spring: 1992
RUS 2188.	Russ. & Soviet Liter. & the Mass Media (4)	Fall: 1991
RUS 2508.	History of World Art & Culture (4)	Spring: 1992
RUS 2708.	Adv. Russian Language (6)	Spring: 1992
		Fall: 1991

LONDON, England

ART 2320.	English Art, Hogarth to Present (2,4)	Fall: 1992, 1991, 1990 1989
		Spring: 1991, 1990, 1989
ECN 1500.	Introduction to Economics (4)	Fall: 1988
ECN 2230.	Financial Markets (4)	Fall: 1988
ECN 2650.	Economic Philosophers (4)	Spring: 1992
ECN 2710.	Selected Areas in Economics (2,4)	Fall: 1988
		Spring: 1992
ECN 2900.	Individual Study (2,4)	Spring: 1992

ENG 3300.	British Literature of the Eighteenth Century (4)	Fall: 1992, 1991, 1990
ENG 3800.	Henry James in England (4)	Fall: 1990
HST 2260.	History of London (2,4)	Spring: 1992, 1991, 1990 Fall: 1992, 1991, 1990, 1989, 1988
HST 2270.	The History of the English Aristocracy (2,4)	Fall: 1989
HST 2340.	Georgian and Victorian Society and Culture (4)	Fall: 1991
HST 2370.	Churchill (2,4)	Spring: 1990 Fall: 1988
HST 2880.	Honors in History (4)	Fall: 1992, 1991
HST 3260.	Industrial Revolution in England (4)	Fall: 1992
HST 3760.	Anglo-Amer. Relations Since 1940 (2)	Fall: 1992
HST 3990.	Directed Reading (2)	Fall: 1992
MUS 2090.	History of Music in the British Isles (4)	Spring: 1989
MUS 2160.	History of Music in England (4)	Spring: 1989
POL 2420.	Problems in Comparative Politics (4)	Fall: 1988
REL 2010.	History of Christianity in England (4)	Spring: 1990
REL 2020.	British Theological & Literary Classics (4)	Spring: 1990
SCT 3110.	The English Theater 1660-1940 (4)	Fall: 1989, 1988 Spring: 1989
SCT 3300.	Modern English & Continental Drama (4) (also THE 3300.)	Spring: 1992, 1991, 1988 Fall: 1992, 1991
SCT 3310.	Survey English Theater History (4)	Spring: 1992, 1991, 1988

MOSCOW, Russia

MTH 1098.	Elem. Probability & Statistics (5)	Spring: 1992
MTH 2518.	Ordinary Differential Equations (4)	Spring: 1992
RUS 2408.	Seminar in Translation (4)	Spring: 1992
RUS 2708.	Independent Study (4)	Spring: 1992

SALAMANCA, Spain

ART 2029.	Spanish Art & Architecture (2,3,4)	Spring: 1992, 1991, 1990, 1989
HST 2019.	General History of Spain (4)	Spring: 1992, 1991, 1990, 1989
SOC 2029.	Social and Political Structures of Present Day Spain (4)	Spring: 1992, 1991, 1990, 1989
SPA 1829.	Introduction to Spain (2-4)	Spring: 1992, 1991, 1990, 1989
SPA 2019.	Intensive Spanish (2)	Spring: 1992, 1989

SPA 2029.	Advanced Spanish (2,4)	Spring: 1991, 1990, 1989,
SPA 2059.	History of the Spanish Language (4)	Spring: 1991, 1990, 1989
SPA 2199.	Advanced Spanish (4)	Spring: 1992
SPA 2239.	Latin American Civilization (4)	Spring: 1989
SPA 2419.	Literature of the Golden Age I (4)	Spring: 1992, 1991, 1990, 1989
SPA 2649.	Spanish American Short Story (4)	Spring: 1989
SPA 2739.	20th Century Spanish Novel (4)	Spring: 1991, 1988
SPA 2759.	Contemporary Spanish Literature I (4)	Spring: 1990
SPA 2759.	Spanish American Short Story (4)	Spring: 1992

TAIPEI, Taiwan

ANT 3651.	Cultural Ecology of China (4)	Fall: 1989
CHI 1131.	Elementary Chinese (10)	Fall: 1989
CHI 1551.	Pre-Advanced Intermediate Chinese (10)	Fall: 1989
HMN 2431.	China in Perspective (2)	Fall: 1989

VENICE, Italy

ART 2693.	Venetian Renaissance Art (4)	Spring: 1992, 1991, 1990, 1989 Fall: 1992, 1991, 1990 1989, 1988
CLA 2553.	The World of Mythology in Ovid's Metamorphoses (4)	Fall: 1992
CLA 2713.	The Roman Civilization of Ancient Venetia (3)	Fall: 1992
ENG 3613.	The Italian Experience (4)	Fall: 1990, 1988
ENG 3653.	Twentieth-Century British Fiction (4)	Fall: 1991
ENG 3863.	Independent Study (4)	Spring: 1992
HON 1313.	Approaches to Human Experience 1 (4)	Spring: 1990
HON 1353.	Approaches to Human Experience (4)	Fall: 1991, 1989
HON 2433.	Literature, Travel & Discovery (4)	Spring: 1991
HST 2223.	Renaissance & Reformation (4)	Fall: 1989
HST 2253.	History of Venice (4)	Fall: 1992, 1991, 1989 Spring: 1992
HMN 2603.	Rom/Ital. Forerunners: Western Liter. (4)	Fall: 1990, 1988
ITA 1533.	Intermediate Italian (4)	Spring: 1991, 1990 Fall: 1990, 1989, 1988
ITA 1993.	Independent Study (4)	Spring: 1992
ITA 2153.	Introduction to Italian Literature I (4)	Spring: 1991, 1990, 1989 Fall: 1992, 1991, 1990 1989

ITA 2163.	Introduction to Italian Literature II (4)	Spring: 1991, 1990 Fall: 1991, 1989
ITA 2213.	Spoken Italian: Venice (4)	Spring: 1992, 1990 Fall: 1992, 1991, 1988
MUS 2143.	The Language of Music in Italy (4)	Spring: 1991
PHI 2853.	Philosophy of Art (4)	Spring: 1990
POL 1143.	Intro. to Politics: Comparative (4)	Spring: 1992, 1988
POL 2373.	Comparative Public Policy in Selected Industrialized Democracies (4)	Spring: 1989
POL 2423.	Problems in Comparative Politics (4)	Spring: 1992, 1989
POL 2703.	Topics in Political Theory (4)	Spring: 1992

VIENNA, Austria

ART 5007.	Austria: Art & Architecture (4)	Spring: 1992
BUS 2217.	International Trade & Marketing (4)	Spring: 1992
BUS 2237.	International Trade & Marketing (4)	Spring: 1992
BUS 2317.	International Finance (4)	Spring: 1992
BUS 2347.	International Finance (4)	Spring: 1992
BUS 5017.	International Trade & Marketing (4)	Spring: 1992
ENG 5007.	Austrian Literature in Comp. Eur. (4)	Spring: 1992
GER 1117.	Elementary German (4)	Spring: 1992
GER 2187.	Intermediate German (4)	Spring: 1992
GER 2707.	Conversation & Composition (4)	Spring: 1992
GER 2707.	Intermediate German I (4)	Spring: 1992
GER 2707.	Theater in Vienna II (in German) (4)	Spring: 1992
HST 1027.	Hist. of Eastern Europe: 1918-Present (4)	Spring: 1992
HST 5007.	Hist. of Eastern Europe: 1918-Present (4)	Spring: 1992
HST 5037.	Vienna 1900: Le Fin de Siecle (4)	Spring: 1992
HST 5047.	Hist. of Eastern Europe: 1918-Present (4)	Spring: 1992
HMN 2157.	Austrian Lit. in a Compar. Eur. Perspec. (4)	Spring: 1992
MUS 5007.	Music in Performance (4)	Spring: 1992
POL 5007.	Internat. Law & Transnat. Corporations (4)	Spring: 1992

Courses on Other Sites

ASIA, PACIFIC RIM

BUS 290.	International Management Study Tour (4) (China, Japan, Hong Kong)	Summer: 1992, 1989
EDU 272B.	Geography Study Tour (4)	Summer: 1992, 1989

EUROPE

ACC 290.	International Accounting (4) (Belgium, France, Germany, Switzerland, UK)	Summer: 1992
ANT 383. 384.	Field Research in Cultural Anthropology (4,3; 4,3) (Highlands, Scotland)	Summer: 1990, 1989
BUS 291.	International Marketing Field Study (4) (Belgium, France, England, Luxembourg, Switzerland, West Germany)	Summer: 1990
EDU 272A.	Geography Study Tour (4)	Summer: 1992, 1991, 1990, 1989
ENG 32010.	Medieval Mystery Plays (4) (Oxford, England)	Summer: 1992
FRH 181.	Swiss French Civilization (4)	Summer: 1990
FRH 185.	Paris as Cultural Center of France (4)	Summer: 1990, 1989
GER 160.	German Language & Customs (4)	Summer: 1992, 1990, 1989
HMN 32010.	Medieval Women (2) (Oxford, England)	Summer: 1992
MLS 484.	The Oberammergau Passion Play 1990: A Study Tour (3)	Summer: 1990
REL 218.	Seminar in the Mediterranean World (4)	Summer: 1990
RUS 242.	Research on Language & Culture in the Soviet Union (2) (also HMN 242.)	Spring: 1990, 1989

MIDDLE EAST

REL 315. 316.	Field Research in Biblical Archeology (4,4) (Caesarea, Israel)	Summer: 1992
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CARIBBEAN

ANT 381A. 382A.	Archeological Research (4,4) (San Salvador, the Bahamas)	Summer: 1992, 1991, 1990
ANT 384.	Field Research in Cultural Anthropology (4,3) (Roatan Island, Honduras)	Summer: 1992, 1991

School of Business and Accountancy

Dana J. Johnson, Dean

C. Michael Thompson, Assistant Dean

Hylton Professor of Accountancy Thomas C. Taylor

Professors Umit Akinc, Eddie V. Easley, Stephen Ewing,

Dale R. Martin, Ralph B. Tower

Associate Professors S. Douglas Beets, Leon P. Cook Jr., A. Sayeste Daser,

Arun P. Dewasthali, John S. Dunkelberg, Thomas S. Goho

Assistant Professors P. Candace Deans, J. Kline Harrison, Paul E. Juras

Lecturers Horace O. Kelly Jr., DeLeon E. Stokes,

Olive S. Thomas, C. Michael Thompson

Adjunct Instructors Helen Akinc, Emily G. Neese

Mission

The mission of the School of Business and Accountancy is to provide students with an excellent business and professional accounting education within the framework of the liberal arts tradition of Wake Forest University. The School's distinctiveness in the pursuit of this mission derives from the size, reputation, and location of the University; the primary emphasis upon undergraduate and professional education within a separate school; and business and accounting curriculums which stress knowledge and skills in the various functional areas of business blending with the extensive liberal arts curriculum of the University.

In implementing this commitment to quality education, highly effective teaching is of paramount importance. Teaching is complemented by research which provides new perspectives to be shared by students and colleagues.

The ultimate goal of the School is to graduate young men and women who are technically competent and who have the ability to assume managerial and leadership positions in business, government, and other organizations.

Objectives

The School of Business and Accountancy has four specific objectives:

1. to offer sound academic programs in business leading to the bachelor of science degree and in professional accountancy leading to the master of science degree;
2. to undertake on a continuous basis the professional development of its faculty;
3. to serve the University community; and
4. to maintain a productive association with the public, especially the business community.

Currently, two four-year programs of study leading to the bachelor of science degree are offered. Students may choose a major in either business or accountancy and finance. A five-year program of study leading to a bachelor of science and a master of science degree with a major in professional accountancy also is offered.

The five-year program is an integrated BS/MS program in accountancy. Interested students will declare an accountancy major during their sophomore year and will apply to the master's program during their third year. Students will receive both the B.S. and the M.S. degrees upon completion of the program. The program is designed for the student seeking a career in public accounting and wishing to become a CPA.

The first graduate courses will be offered in 1995-96, and the first students will graduate with both degrees in May 1997. Students who entered Wake Forest University as freshmen in the fall of 1992 will be the first class that will apply for admission to the master's program in the spring of 1995.

Students who do not wish to pursue the master's degree and a career in public accounting will have the option of the four-year baccalaureate program in accounting and finance. The four-year program will be designed to prepare students for accounting or finance positions in corporate or not-for-profit organizations. These positions do not require a CPA.

Goals

The primary goal of the business program is to provide a general study of business which will enable graduates to enter the business world with a breadth of understanding of relevant business problems and concepts. The general, as opposed to specialized, orientation of the major in business is appropriate for Wake Forest in light of both its strong liberal arts tradition and its small size.

The primary goal of the accountancy/finance program of study is to provide students with a thorough understanding of the accounting and finance functions of business, especially as they relate to one another, preparing the students for accounting and finance careers in the corporate and not-for-profit sectors of the economy.

The major goal of the five-year professional accountancy program is to give students a thorough understanding of the practice of professional accounting and of the theoretical framework which supports the practice of professional accounting. Students study the basic functional areas of business as a means of understanding how accounting relates to these areas. Skills necessary to address ill-defined and/or unstructured practice problems are developed in a series of case-based research and analysis courses. In addition, opportunities exist within the program of study to enhance awareness of practice issues on both a domestic and international level through a professional internship program and an international study tour program.

Both the business and accountancy programs are accredited by the American Assembly of Collegiate Schools of Business.

Admission

Admission to the School is by formal application, and applicants will be screened by the Committee on Admission and Continuation of the School of Business and Accountancy. Before being considered for admission to the School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the School of Business and Accountancy are completion of sixty-five credits with an overall grade-point average of 2.2, completion of Economics 150, Mathematics 108 or 111, Accounting 111 and

112, and a 2.0 average in these four courses. In addition, students should have completed Business 100 and Speech 110. Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the School reserves the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 28.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the School of Business and Accountancy will be taken in the School. For students wishing to transfer credit from other schools, the following general guidelines apply:

- (a) Courses at another school passed with the minimum passing grade at that school may not be transferred.
- (b) Courses transferred in business and accountancy may be subject to validating examinations.
- (c) No work in courses numbered 200 and above will be accepted from two-year schools.
- (d) Courses taken elsewhere in subjects not offered at the School of Business and Accountancy will not count necessarily towards the credits required in the School of Business and Accountancy.

For the BS in business, a minimum of forty credits must be earned in the School of Business and Accountancy at Wake Forest University; for the BS in accountancy, the minimum credits earned in this school must total fifty-two.

Requirements for Continuation

In addition to the requirements stated on pages 27-28, a student must be academically responsible and must show satisfactory progress towards completing the requirements for the degree. The administration of the School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Admission and Continuation Committee, will decide if the student may continue as a major in this school.

Requirements for Graduation

The School of Business and Accountancy confers the bachelor of science degree with majors in business and in the combined study of accountancy and finance. The School also confers the master of science degree in accountancy. For the major in business, a student must complete the following course work: Accounting 111 and 112; Business 100, 201, 203, 211, 221, 231, 241, 251, 252, 261, and 271; Economics 150; Mathematics 108 or 111; Speech

110; and a minimum of twelve credits from Business 212, 213, 215, 222, 223, 224, 225, 226, 232, 233, 234, 237, 242, 253, 254, 270, 290, 291, 292 or accounting courses numbered 200 or above. One elective may be taken from economics courses numbered 200 or above.

The accounting and finance major will require the following courses: Accounting 111, 112, 211, 212, 253, 254, 270, 280, and 352; Business 100, 201, 211, 221, 231, 232, 233, 234, 237, 241, 251, 261, and 271; Economics 150; Mathematics 108 or 111; and Speech 110.

For the combined bachelor of science/master of science degree in accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 253, 254, 261, 271, 272, 273, 352, and 420; Business 100, 201, 211, 221, 231, 241, 251, 261, and 271; Economics 150; Mathematics 108 or 111; and Speech 110. Additional graduate accounting courses will be available when the first graduate students are admitted in the Spring 1995, which will enable the students to choose from one of two concentrations for further study. The first will emphasize auditing and financial accounting in preparation for careers in auditing or management consulting. The second would concentrate on tax issues pursuant to careers in tax compliance and tax planning.

In addition to the courses stipulated above, the student in business and accountancy also must meet the following requirements for graduation:

- (a) a minimum of 144 credits for the four-year programs and 178 credits for the five-year program, including the basic and divisional requirements established by Wake Forest College;
- (b) a minimum grade-point average of 2.0 on all work attempted at Wake Forest;
- (c) a minimum grade-point average of 2.0 on all work attempted at other institutions; and
- (d) an overall 2.0 grade-point average on all business and accountancy courses, exclusive of courses repeated with a C grade or better.

Senior Honors Program

Students with a grade-point average of at least 3.0 on all college work and 3.3 on all work in business and accountancy are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral examination are required. Those who successfully complete the requirements specified by the School are graduated with the designation "Honors in Business" or "Honors in Accountancy." For additional information, interested students should consult a member of the faculty of the School of Business and Accountancy.

Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper 7 percent of the junior class or the upper 10 percent of the senior class.

Courses of Instruction

Business

100. Introduction to Computers and Business Applications. (2) Fundamentals of computers, related peripheral technologies and basic telecommunications concepts. Knowledge and basic skills of business software applications including the operating system and windows, spreadsheets, business presentation graphics, and databases. Students demonstrating proficiency in these skills may test out of this course. C—Accounting 111 or P—Accounting 111.

201. Business Statistics. (4) Techniques of analysis of numerical data, including descriptive statistics, probability theory, sampling theory, statistical inference, chi-square analysis, analysis of variance, and regression and correlation analysis. P—Business 100.

203. Quantitative Applications. (4) This course emphasizes the understanding and application of quantitative tools for managerial decision-making. Specific tools covered include linear programming, transportation, assignment problems, decision analysis, program evaluation and review technique, Markov analysis, and queuing models. P—Business 201.

211. Organizational Theory and Behavior. (4) This course focuses on the behavior, structure, and processes within organizations. Emphasis is on developing knowledge and skills regarding the role of individuals and groups within organizations, as well as the functions of organizational systems and dynamics.

212. Human Resource Management. (4) The application of concepts from Business 211 to human resource problems faced by general managers and their organizations. Activities include class discussions, case analyses, and projects. P—Business 211.

213. Entrepreneurship. (4) The course is designed to acquaint the student with the scope, current trends and elements of entrepreneurship. Students will study new business opportunities and will design a business plan for a new business start-up concept. Topics covered will include the entrepreneurship environment including entrepreneurial personalities, assessing new ventures including financial planning, sources of capital, managing entrepreneurial growth, marketing and marketing research, and legal issues of entrepreneurship. P—Business 211, 221, and 231.

215. International and Comparative Management. (2,4) This course deals with the global issues in management. Particular emphasis is placed on the different management philosophies and styles employed by managers in an international context. The course focuses on the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and their employees' behavior. P—Business 211.

221. Principles of Marketing. (4) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 150 and Business 100.

222. Marketing Strategy. (4) Managerial techniques in planning and executing marketing programs in business and nonbusiness organizations. Emphasis is on the group experience in decision-making related to market segmentation, product innovation and positioning, channels of distribution, pricing, and promotion. Extensive use of cases, readings, and team presentations. P—Business 201 and 221.

223. International Marketing. (4) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221 and senior standing.

224. Marketing Research. (4) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

225. Consumer Behavior. (4) Study of interdisciplinary behavioral science findings in buying decision processes and application of this knowledge to the design of marketing strategies and to the development of creative communication programs. P—Business 221.

226. Retail Management. (4) This course is designed to acquaint the student with the scope, current trends and elements of retail management. Topics covered will include market structure of retailing, consumer behavior and retail strategy, changing retail institution types, merchandising strategies, basic financial tools essential to retail profitability and current research in retailing. P—Business 221.

231. Principles of Finance. (4) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or nonprofit organization. P—Business 100, Accounting 112 and Economics 150.

232. Advanced Financial Management. (4) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.

233. Investment Analysis. (4) Study of investment alternatives, expected returns, and corresponding risks; valuation of stocks and bonds applying both fundamental and technical analysis; survey of past and current methods of stock selection techniques, including portfolio considerations. P—Business 231.

234. Multinational Financial Management. (4) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.

237. Taxes and Their Role in Business and Personal Decisions. (4) A review of the basic principles of income, property, sales, and payroll-related taxes and an examination of their impact on business and personal decisions. Introduction to tax return preparation and tax planning techniques. Not open to accounting majors; credit not granted for both Business 237 and Accounting 271. P—Accounting 112.

241. Production and Operations Management. (4) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.

242. International Operations Management. (2) This course represents a relatively new dimension in the field of production and operations management. It is intended to introduce the student to the international aspects of managing manufacturing service operations drawing on relatively modest amount of literature—books, articles, and cases that have recently accumulated. The following topics will be covered: international exchange rates, international logistics, international facility location decisions, international sourcing, joint manufacturing ventures and their strategic implications and performance analysis of multinational production systems. P—Business 241.

251. Management Information Systems. (2) An introduction to the design, development and implementation of information systems to support the decision making processes and functions of the organization. An overview of management support systems and organizational impacts will be incorporated. The course is taught from a manager/user perspective. P—Business 100.

252. Management of Information Technology. (2) A study of information technology (IT) trends and relevant managerial issues. Telecommunications and network management issues relevant to the development of an IT infrastructure will be incorporated. Information technology planning, implementation of IT control structures and development of an IT strategy will be included. P—Business 100 and 251.

253. Advanced Topics in Information Technology. (2) An in-depth coverage of selected information technology topics including network management, database management and management of expert systems technology. Students will gain hands-on experience with business applications development including the development of a simple expert system. P—Business 100, 251, and 252.

254. Global Information Systems Issues. (2) The course will focus on managerial and technological information systems issues from a global perspective. The role of information technology in a changing international business environment and the relevant cultural, political, legal, and economic implications for the multinational IS manager will be incorporated. P—Business 100, 251, and 252.

261. Legal Environment of Business. (4) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is put upon how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes substantive areas such as torts and government regulation of the employment relationship, the competitive marketplace and the environment. P—Accounting 111.

270. Business Law. (4) A study of substantive law topics applicable to business transactions including property (personal, real, and intellectual), contracts/UCC sales, agency and business organizations. P—Business 261.

271. Business Policy. (4) A study of strategic planning and implementation in business policy formulation. Emphasis is placed on case study analysis of domestic and international business situations. Methods of solution include basic principles of strategic planning and the use of computer simulations. P—Business 211, 221, 231, and 241.

275. Business Law for Accountants. (2) Continued study of law applicable to business transactions with emphasis on areas with auditing and accounting implications. P—Business 261, C—Business 270.

281. Individualized Reading and Research. (2,3, or 4) Directed study in specialized areas of business. P—Permission of instructor.

290. International Management Study Tour. (4) An experiential learning course which provides students an opportunity to learn about management decisions and practices in selected Pacific Rim countries. A guided tour of manufacturing plants and home offices of foreign companies and American companies with branches located in the Far East. Background readings and assignments are required prior to the trip, and a subsequent paper (including library research) analyzing a topic from the tour also is expected. P—Business 211 and permission of instructor. *Offered in the summer.*

291. International Marketing Field Study. (4) An experiential learning journey to a foreign setting to conduct an in-depth study of marketing functions and practices. A guided tour of plants and offices of local and multinational companies will be provided in the selected foreign countries. Background readings and research are required prior to the class trip. An investigation designed by the student is carried out during the trip and an evaluative paper follows. P—Business 221 and permission of instructor. *Offered in the summer.*

292. International Finance Study Tour. (4) An experiential learning course which provides students with an opportunity to learn about international financial institutions, policies, and practices in overseas financial centers. The students will visit international banks, as well as the multinational manufacturing firms with global financial operations. Background readings and assignments are required prior to the trip, and a subsequent paper (including library research) analyzing a topic from the tour will also be required. P—Business 231 and permission of the instructor. *Offered in the summer.*

295. Summer Management Program. (8) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. Offered only in the summer and open only to junior and senior liberal arts majors. Special application and admission procedures.

Accountancy

110. Introduction to Financial and Managerial Accounting. (4) Basic accounting concepts and procedures used in the preparation of financial reports issued to stockholders, creditors, and managers of business enterprises. Open only to juniors and seniors not majoring in business or accountancy. Cannot be substituted for Accounting 111.

111. Accounting Principles I. (4) The basic accounting process and underlying principles pertaining to the preparation and interpretation of published financial statements. Sophomore standing.

112. Accounting Principles II. (4) A study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. The topics covered in the course include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. P—Minimum of C in Accounting 111.

211. Intermediate Accounting I. (4) A detailed analysis of theory and related problems for typical accounts in published financial statements. P—Business 100 and minimum of C in Accounting 112.

212. Intermediate Accounting II. (4) A continuation of Accounting 211. P—Minimum of C in Accounting 112.

252. Management Accounting. (4) Advanced study of management accounting, including budgeting, product-costing, cost allocation, standard costs, transfer-pricing, differential analysis, cost-behavior analysis, and emerging issues. P—Business 100 and minimum of C in Accounting 112.

253. Accounting Information Systems. (2) A study of the design and operation of accounting systems relating to the functions of purchasing, production, sales, and cash management. Emphasis is placed upon the necessary controls for reliable data. P—Business 100 and 251, Accounting 252.

254. Accounting in the Not-for-Profit Sector. (2) A study of the accounting practices and financial reporting standards of governmental and not-for-profit organizations. P—Accounting 211.

261. Advanced Accounting Problems. (4) A study of the concepts and theories of accounting for business combinations, consolidated financial statements, international transactions and holdings, and partnerships. Interim and segment reporting are also examined. P—Minimum of C in Accounting 212.

270. Internal and Operational Auditing. (2) A survey of basic internal and operational auditing concepts, procedures, and practices. P—Accounting 212. (*To be offered in connection with the five-year program.*)

271. Income Tax Accounting I. (4) A survey of basic income tax concepts associated with individuals, partnerships, corporations, estates, and trusts. Introduction to tax research and planning. P—Minimum of C in Accounting 212.

272. Income Tax Accounting II. (2) A survey of basic income tax concepts associated with corporations; review of current changes in the federal income tax law. P—Accounting 271.

273. Auditing. (4) Examination of basic auditing concepts and relationships, and the auditor's reporting and professional responsibilities. Study of auditing procedures commonly used in public accounting and internal auditing. P—Accounting 212 and 253.

275. CPA Review-Accounting Practice and Theory. (4) An intensive study of CPA-type problems found on the accounting practice and accounting theory sections of the CPA exam. P—Accounting 252 and 261.

278. Individualized Reading and Research. (2,3, or 4) Directed study in specialized areas of accountancy. P—Permission of instructor.

280. Contemporary Issues in Accounting and Finance. (2) This course focuses on the role of management in the formulation of financial reporting policies and practices with an emphasis on the impact of these policies and practices on financial reports, decisions, and markets. Contemporary accounting and finance topics such as earnings management, lease capitalization, cash flow vs. earnings reporting, foreign currency translation, debt extinguishment, oil and gas accounting, among other issues, are analyzed in the course.

290. International Accounting. (4) An experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students will participate in a study tour of several selected countries and will gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments are required prior to the tour, and a paper analyzing an issue related to the tour must be completed after the tour. P—Accounting 211 and permission of the instructor. *Offered in the summer.*

352. Advanced Managerial Accounting. (4) Advanced study of management accounting topics including strategic and operational decisions, behavioral issues related to budgeting, transfer pricing, performance measurement, and contemporary issues in accounting for management planning and control. P—Business 241, minimum of C in Accounting 112.

390. Professional Accounting Internship. (4) Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior course work and provides an experiential knowledge base for course work in the fifth year. P—Accounting 211 and permission of the instructor. *(To be offered in connection with the five-year program.)*

420. Financial Accounting Research and Analysis. (4) An examination of contemporary financial accounting and reporting issues using a case approach. Students are introduced to available research tools and databases, examine and analyze a number of cases, prepare written reports, and make oral presentations. Research and analysis is conducted individually and in small groups. P—Permission of the instructor. *(To be offered in connection with the five-year program.)*

Enrollment

All Schools—Fall 1992

	Men	Women	Total
Undergraduate Schools	1,876	1,748	3,624
The Graduate School (<i>Reynolda Campus</i>)	154	190	344
The Graduate School (<i>Hawthorne Campus</i>)	60	63	123
The School of Law	275	198	473
Babcock Graduate School of Management	362	145	507
The Bowman Gray School of Medicine	323	230	553
University Totals	3,050	2,574	5,624

Geographic Distribution—Undergraduates

By State (1992-93 Session)

Alabama	30	Kentucky	40	Ohio	91
Alaska	1	Louisiana	17	Oklahoma	9
Arizona	6	Maine	14	Oregon	3
Arkansas	6	Maryland	179	Pennsylvania	135
California	25	Massachusetts	67	Rhode Island	9
Colorado	11	Michigan	17	South Carolina	163
Connecticut	72	Minnesota	11	South Dakota	2
Delaware	34	Mississippi	20	Tennessee	100
District of Columbia	9	Missouri	30	Texas	54
Florida	214	Montana	4	Utah	2
Georgia	276	Nebraska	6	Vermont	9
Hawaii	2	New Hampshire	12	Virginia	223
Illinois	45	New Jersey	185	Washington	2
Indiana	16	New York	143	West Virginia	61
Iowa	3	North Carolina	1,189	Wisconsin	9
Kansas	8	North Dakota	2	Wyoming	1

By Country (1992-93 Session)

Argentina	1	Germany	2	Netherlands	5
Australia	1	Ghana	1	Paraguay	1
Bolivia	1	Greece	1	Peru	1
Brazil	3	Iceland	1	Philippines	1
Bulgaria	1	India	1	Saudi Arabia	1
British Virgin Islands	1	Italy	1	South Africa	1
Canada	8	Jamaica	2	Spain	6
China	1	Japan	2	United Kingdom	9
France	2	Kuwait	1	U.S. Virgin Islands	1

Governing and Advisory Boards

The Board of Trustees

1990-1994

Wayne Calloway, Greenwich, CT
C. C. Hope Jr., Charlotte*
James B. Hunt Jr., Raleigh
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Barbara B. Millhouse, Winston-Salem
Michael G. Queen, Wilmington
Zachary T. Smith, Winston-Salem
Lonnie B. Williams, Wilmington
J. Tylee Wilson, Jacksonville, FL
G. Todd Turner, Winston-Salem (student)

1991-1995

Murray C. Greason Jr., Winston-Salem
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Harvey R. Holding, Atlanta, GA
Lawrence D. Hopkins, Winston-Salem
James W. Johnston, Winston-Salem

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1992-1996

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Hubert B. Humphrey Jr., Greensboro

Albert R. Hunt, Washington, D.C.
Joseph W. Luter III, Smithfield, VA
Adelaide A. Sink, Tampa, FL
J. Lanny Wadkins Jr., Dallas, TX
Kyle A. Young, Greensboro

1993-1997

Herbert Brenner, Winston-Salem
Ronald E. Deal, Hickory
J. William Disher, Charlotte
Dee Hughes LeRoy, Charleston, SC
L. Glenn Orr, Lumberton

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R. Jay Sigel, Berwyn, PA
Charlotte C. Weber, New York, NY
John C. Whitaker Jr., Winston-Salem

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Thomas H. Davis, Winston-Salem
Floyd Fletcher, Durham
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Lex Marsh, Charlotte
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J. Robert Philpott, Lexington
Samuel C. Tatum, Greensboro**
T. Eugene Worrell, Charlottesville, VA
J. Smith Young, Lexington

* Died on March 1, 1993

** Died on March 7, 1993

Officers

(For one-year terms beginning January 1, 1993)

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John G. Medlin Jr., Vice-Chair

Leon H. Corbett Jr., Winston-Salem, Secretary

John G. Williard, Winston-Salem, Treasurer and Assistant Secretary

Carlos O. Holder, Clemmons, Assistant Treasurer

The Board of Visitors

Bruce M. Babcock, Winston-Salem, N. C.

Chair, College Board of Visitors

Wake Forest College and Graduate School

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Germaine Brée, Winston-Salem

Janet H. Brown, Washington, DC

F. Hudnall Christopher Jr.,
Winston-Salem

Henry D. Clarke Jr., Vero Beach, FL

Roberta W. Irvin, Winston-Salem

Thomas W. Lambeth, Winston-Salem

Gillian Lindt, New York, NY

Terms Expiring December 31, 1994

Joyce B. Baldwin, Durham

Robert H. Demsey, Rancho Sante Fe, CA

David H. Diamont, Pilot Mountain

Frank H. Dunn Jr., Charlotte

Evelyn P. Foote, Accokeek, MD

John D. Graham, Norfolk, MA

Frank S. Ioppolo, Orlando, FL

Joanne Kemp, Bethesda, MD

Caroline L. Lattimore, Durham

Dottie Martin, Charlotte

A. C. Moore, Santa Barbara, CA

L. Richardson Preyer, Greensboro

J. Howard Stanback, Hartford, CT

Terms Expiring December 31, 1995

Bruce M. Babcock, Winston-Salem

B. Macon Brewer Jr., New York, NY

John W. Chandler, Washington, DC

Callie Anne Clark, Hinsdale, IL

Laura M. Elliott, Washington, DC

Kathleen B. French, Annandale, VA

Charles U. Harris, Delaplane, VA

E. Michael Howlette, Richmond, VA

Suzanne Jowdy Jabbour, Winston-Salem

James T. Lambie, Winston-Salem

Douglas R. Lewis, Winston-Salem

William L. Marks, New Orleans, LA

Martin Mayer, New York, NY

Stephen L. Neal, Washington, DC

Jonathan H. Witherspoon, Winston-Salem

Terms Expiring December 31, 1996

L. M. Baker Jr., Winston-Salem	Lucy Gordon, New York, NY
Thomas M. Belk, Charlotte	Thomas C. Griscom, Winston-Salem
William E. Bierlin Jr., Jenkintown, PA	O. Bruce Gupton, Stamford, CT
Sylva Billue, Linden, TX	James R. Helvey III, Frankfurt, Germany
Clifford H. Clarke, Redwood Shores, CA	Judy Kessler, Los Angeles, CA
Sophia S. Cody, Winston-Salem	James A. Martin Jr., Winston-Salem
Mark A. Crabtree, Martinsville, VA	Robert J. McCreary, Newton
Noel L. Dunn, Winston-Salem	Bonnie McElveen-Hunter, Greensboro
Gary L. Eckenroth, Winston-Salem	Penelope Niven, Winston-Salem
Elaine El-Khawas, Washington, DC	Howard A. Rollins Jr., Atlanta, GA
Stanley Frank, Greensboro	Elizabeth P. Valk-Long, New York, NY

Ex Officio Member

W. Louis Bissette Jr., President, Alumni Council, Asheville, N. C.

Advisory Council

School of Business and Accountancy

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Nancy Alderman, New York, NY	John M. Kane, Raleigh
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Ren L. Babcock, Raleigh	Deborah Lambert, Washington, DC
J. Paul Breitbach, Winston-Salem	Timothy A. Lambeth, Shawnee Mission, KS
Victor N. Daley, Charlotte	William E. Latta, Morrisville
W. Chester Evans III, Greensboro	C. A. Michael III, Winston-Salem
James A. Ferency, New York, NY	William C. O'Neil Jr., Nashville, TN
Jeffrey W. Frisby, Clemmons	Jack Powell, Reston, VA
Kathryn W. Garner, Winston-Salem	Scott Richardson, Winston-Salem
J. W. Goodhew III, Norcross, GA	Ernest J. Sewell, Winston-Salem
Emma Graham, Winston-Salem	Porter B. Thompson, Greensboro
H. Wade Gresham Jr., Durham	Robert S. Vaughan, Charlotte
Dennis Hatchell, Winston-Salem	Mike Wathen, Charlotte
John A. Howard, Raleigh	William J. Wieners, Winston-Salem
Patrick G. Jones, Atlanta, GA	Jackson D. Wilson Jr., Winston-Salem

The Administration

Date following name indicates year of appointment

University

Thomas K. Hearn Jr. (1983)	<i>President</i>
BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	
John P. Anderson (1984)	<i>Vice President for Administration and Planning</i>
BS, MS, PhD, Georgia Tech.; MBA, Alabama (Birmingham)	
Russell E. Armistead Jr. (1976)	<i>Vice President for Health Services Administration</i>
BS, Virginia Poly. Inst. and SU; MBA, Wake Forest	
Sandra Combs Boyette (1981)	<i>Vice President for Public Affairs</i>
BA, UNC-Charlotte; MEd, Converse	
David G. Brown (1990)	<i>Provost</i>
BA, Denison; MA, PhD, Princeton	
Leon H. Corbett Jr. (1968)	<i>Vice President and Counsel</i>
BA, JD, Wake Forest	
Richard Janeway (1966)	<i>Executive Vice President for Health Affairs of Wake Forest University</i>
BA, Colgate; MD, Pennsylvania	
G. William Joyner Jr. (1969)	<i>Vice President for University Relations</i>
BA, Wake Forest	
John G. Williard (1958)	<i>Vice President for Financial Resource Management and Treasurer</i>
BS, UNC-Chapel Hill	
Edwin Graves Wilson (1946)	<i>Vice President for Special Projects</i>
BA, Wake Forest; AM, PhD, Harvard	
Kenneth A. Zick (1975)	<i>Vice President for Student Life and Instructional Resources</i>
BA, Albion; JD, Wayne State; MLS, Michigan	
Laura Christian Ford (1984)	<i>Associate Provost</i>
BA, Wake Forest; EdM, JD, Virginia; AM, PhD, Princeton	
Samuel T. Gladding (1990)	<i>Assistant to the President for Special Projects</i>
BA, MAEd, Wake Forest; MAR, Yale; PhD, UNC-Greensboro	

College

Thomas E. Mullen (1957)	<i>Dean of the College</i>
BA, Rollins; MA, PhD, Emory	
Toby A. Hale (1970)	<i>Associate Dean</i>
BA, Wake Forest; MDiv, Duke; EdD, Indiana	

William S. Hamilton (1983) BA, MA, PhD, Yale	<i>Associate Dean</i>
Patricia Adams Johansson (1969) BA, Winston-Salem State; MA, Wake Forest	<i>Associate Dean</i>
W. Douglas Bland (1975) BA, MA, Wake Forest	<i>Director of Academic Services and Assistant to the Dean of the College</i>

Graduate School

Gordon A. Melson (1991) BS, PhD, Sheffield (England)	<i>Dean of the Graduate School</i>
Nancy Cotton (1977) BA, Texas; MA, Wisconsin; PhD, Columbia	<i>Director of Master of Arts in Liberal Studies (MALS) Program</i>

School of Law

Robert K. Walsh (1989) BA, Providence; JD, Harvard	<i>Dean of the School of Law</i>
H. Miles Foy III (1984) BA, UNC-Chapel Hill; MA, Harvard; JD, Virginia	<i>Associate Dean, Academic Affairs</i>
James Taylor Jr. (1983) BA, JD, UNC-Chapel Hill	<i>Associate Dean, External Affairs, and Director of Clinical Programs</i>
Carol B. Anderson (1985) BA, JD, Duke	<i>Associate Director of Clinical Programs</i>
Carrie C. Bullock (1987) BA, Wake Forest	<i>Director of Placement</i>
James C. Cook (1992) BS, South Carolina; JD, Wake Forest	<i>Director of Continuing Legal Education</i>
Rachel L. Hilbun (1984) BA, Wake Forest	<i>Assistant Director of Admissions and Financial Aid</i>
Jean K. Holmes (1985)	<i>Activities Coordinator</i>
Jean K. Hooks (1970)	<i>Director of Computer Services and Administration</i>
Sally A. Irvin (1984) BA, JD, Stetson; MA, South Carolina; MLS, South Florida	<i>Associate Director of Computer Services</i>
LeAnn P. Joyce (1977) BMu, Salem	<i>Registrar</i>
Linda J. Michalski (1983) BS, UNC-Greensboro	<i>Director of Professional and Public Relations</i>
Melanie E. Nutt (1969)	<i>Director of Admissions and Financial Aid</i>

Deborah Leonard Parker (1984) *Director of Legal Research and Writing*
 BA, MA, UNC-Greensboro;
 JD, Wake Forest

Ronald M. Price (1989) *Assistant Director of Continuing Legal Education*
 AB, Guilford; JD, Wake Forest

Babcock Graduate School of Management

John B. McKinnon (1989) *Dean of the Babcock Graduate School
 of Management*
 AB, Duke; MBA, Harvard

James M. Clapper (1975) *Associate Dean*
 BS, MS, Rensselaer Poly. Inst.;
 PhD, Massachusetts (Amherst)

James G. Ptaszynski (1984) *Associate Dean*
 BA, PhD, UNC-Chapel Hill; MS, Shippensburg

Thomas M. Brinkley (1991) *Director of Executive Education*
 BA, MAT, UNC-Chapel Hill;
 MBA, Wake Forest

Barry L. Dumbro (1992) *Director of Information Services*
 BS, Vermont; MBA, Wake Forest

Patricia B. Lowder (1988) *Director of External Relations and Publications*
 BS, Virginia

C. Michael LoPiano (1991) *Director of Admissions
 and Financial Aid*
 BBA, George Washington; MBA, Wake Forest

Coleen J. Sullivan (1988) *Director of Career Planning and Placement*
 BA, Denison; MS, Indiana

Bowman Gray School of Medicine

Richard Janeway (1966) *Executive Vice President for Health Affairs
 of Wake Forest University and Executive Dean*
 BA, Colgate; MD, Pennsylvania

Russell E. Armistead Jr. (1976) *Vice President for Health Services Administration
 and Associate Dean for Administrative Services*
 BS, Virginia Poly. Inst. and SU;
 MBA, Wake Forest

James N. Thompson (1979) *Associate Dean*
 BA, DePauw; MD, Ohio State

Eugene W. Adcock III (1989) *Associate Dean for Professional Affairs*
 BS, Davidson; MD, Wake Forest

John D. Tolmie (1970) *Associate Dean for Academic Affairs*
 BA, Hobart; MD, McGill

William C. Park Jr. (1973) *Assistant Dean for Clinical Services*
 BS, The Citadel; MBA, Wake Forest

B. Hofler Milam (1981) *Assistant Dean for Planning and
 Resource Management*
 BS, Wake Forest

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| J. Kiffin Penry (1979)
BS, MD, Wake Forest | <i>Senior Associate Dean for Research Development</i> |
| Lawrence D. Smith (1983)
BS, MS, Illinois | <i>Associate Dean for Research Development</i> |
| Patricia L. Adams (1979)
BA, Duke; MD, Wake Forest | <i>Associate Dean for Student Affairs</i> |
| Michael R. Lawless (1974)
BA, Texas (Austin); MD,
Texas Medical Branch (Galveston) | <i>Deputy Associate Dean for Student Affairs</i> |
| Lewis H. Nelson III (1976)
BS, North Carolina State;
MD, Wake Forest | <i>Associate Dean for Admissions</i> |
| James C. Leist (1974)
BS, Southeastern Missouri State;
MS, EdD, Indiana | <i>Associate Dean for Continuing Education</i> |
| Paul M. LoRusso (1987)
BS, Syracuse; MBA, Florida State | <i>Associate Dean for Information Services</i> |
| J. Dennis Hoban (1978)
BA, Villanova; MS, EdD, Indiana | <i>Director of the Office of Educational
Research and Services</i> |
| David P. Friedman (1990)
BS, Pittsburgh; MS, PhD, New York
Medical College | <i>Assistant Dean for Basic Science
Research Development</i> |
| Julie M. Watson (1991)
BA, Coe; MA, Johns Hopkins | <i>Assistant Dean for Research Administration</i> |
| Velma G. Watts (1983)
BS, MA, North Carolina A&T;
MEd, UNC-Chapel Hill; PhD, Duke | <i>Director of Minority Affairs</i> |
| Michael D. Sprinkle (1972)
BA, MSLS, UNC-Chapel Hill | <i>Executive Director, Coy C. Carpenter Library</i> |
| School of Business and Accountancy | |
| Dana J. Johnson (1992)
BBA, MA, DBA, Kent State | <i>Dean of the School of Business and Accountancy</i> |
| C. Michael Thompson (1990)
BA, JD, UNC-Chapel Hill | <i>Assistant Dean</i> |
| John S. Dunkelberg (1983)
BS, Clemson; MBA, PhD, South Carolina | <i>Coordinator of Business Program</i> |
| Dale R. Martin (1982)
BS, MS, Illinois State; DBA, Kentucky | <i>Coordinator of Accountancy Program</i> |

Summer Session

- Lula M. Leake (1964) *Dean of the Summer Session*
 BS, Louisiana State;
 MRE, Southern Baptist Theo. Seminary

Planning and Administration

- John P. Anderson (1984) *Vice President for Administration and Planning*
 BS, MS, PhD, Georgia Tech.;
 MBA, Alabama (Birmingham)
- Ross A. Griffith (1966) *Assistant Vice President for Administration and Planning*
 BS, Wake Forest; MEd, UNC-Greensboro
- Larry R. Henson (1981) *Assistant Vice President for Data Services*
 BA, Berea; MS, Missouri (Rolla);
 MBA, Wake Forest
- Lula M. Leake (1964) *Assistant Vice President for Administration and Planning*
 BS, Louisiana State;
 MRE, Southern Baptist Theo. Seminary
- James L. Ferrell (1975) *Director of Personnel*
 BA, UNC-Chapel Hill;
 MS, Virginia Commonwealth
- Robin Roy Ganzert (1988) *Assistant Controller*
 BS, MBA, Wake Forest
- Thomas P. Gilsenan (1985) *General Manager and Director, Graylyn Conference Center*
 BS, California (Berkeley)
- W. Derald Hagen (1978) *Assistant Controller*
 BS, Virginia Poly. Inst. and SU
- Carlos O. Holder (1969) *Controller and Assistant Treasurer*
 BBA, MBA, Wake Forest
- James W. Kausch (1986) *Purchasing Coordinator*
 BA, Wake Forest
- Margaret R. Perry (1947) *Registrar*
 BS, South Carolina
- C. Monroe Whitt (1986) *Director of the Physical Facilities*
 MBA, Wake Forest

Legal Department

- Leon H. Corbett Jr. (1968) *Vice President and Counsel*
 BA, JD, Wake Forest
- J. Reid Morgan (1980) *University Counsel*
 BA, JD, Wake Forest
- Donna H. Hamilton (1988) *Assistant University Counsel*
 AB, Drury; JD, Wake Forest

- Beverly C. Moore (1989) *Assistant University Counsel*
BA, Mount Holyoke; JD, Wake Forest
- Student Life**
- Kenneth A. Zick (1975) *Vice President for Student Life
and Instructional Resources*
BA, Albion; JD, Wayne State; MLS, Michigan
- Harold R. Holmes (1987) *Dean of Student Services*
BS, Hampton; MBA, Fordham
- Paul N. Orser (1989) *Associate Director of
Student Life-Student Relations*
BS, Wake Forest; MS, PhD, Emory
- Mary T. Gerardy (1985) *Director of the Benson University Center*
BA, Hiram; MEd, Kent State
- Mark A. Hall (1987) *Associate Director of the
Benson University Center*
BA, Wake Forest; MEd, UNC-Greensboro
- Edgar D. Christman (1956, 1961) *University Chaplain*
BA, JD, Wake Forest; BD, Southeastern Baptist
Theo. Seminary; STM, Union Theo. Seminary
- William C. Currin (1988) *Director of Career Services*
BA, Wake Forest;
BD, Southeastern Baptist Theo. Seminary
- Jessica B. Pollard (1988) *Assistant Director of Career Services*
BS, Fisk; MA, North Carolina Central
- Ernest M. Wade (1986) *Director of Minority Affairs*
BS, Johnson C. Smith; MS, Wisconsin;
PhD, Michigan State
- Dennis Gregory (1986) *Director of Residence Life and Housing*
AA, Ferrum; BA, James Madison;
MA, EdD, Virginia
- Connie L. Carson (1986) *Associate Director of Residence Life
and Housing*
BS, MEd, North Carolina State
- Michael Ford (1981) *Director of Student Development*
BA, Wake Forest;
MDiv, Gordon-Conwell Theo. Seminary
- Natascha L. Romeo (1990) *Health Educator*
BA, South Carolina;
MEd, UNC-Greensboro
- Elizabeth D. Greer (1992) *Coordinator of Volunteer Services*
BA, MAEd, James Madison
- Cecil D. Price (1991) *Director of the Student Health Service*
BS, MD, Wake Forest
- Sylvia T. Bell (1981) *Assistant Director for Administration,
Student Health Service*
RN, N.C. Baptist Hosp. School of Nursing

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- Marianne A. Schubert (1977) *Director of the University Counseling Center*
 BA, Dayton;
 MA, PhD, Southern Illinois
- Sandra L. Chadwick (1989) *Director of Learning Assistance Program*
 BA, BS, Texas (Austin);
 MA, Columbia; PhD, Fielding
- Chaplain's Office**
- Edgar D. Christman (1954) *Chaplain*
 BA, JD, Wake Forest; MDiv, Southeastern Baptist
 Theo. Seminary; STM, Union Theo. Seminary
- David L. Fouché (1982) *Assistant Chaplain and
 Baptist Campus Minister*
 BA, Furman; MDiv,
 Southeastern Baptist Theo. Seminary
- Institutional Research**
- Ross A. Griffith (1966) *Director of Institutional Research*
 BS, Wake Forest; MEd, UNC-Greensboro
- Margaret R. Perry (1947) *Registrar*
 BS, South Carolina
- Hallie S. Arrington (1977) *Associate Registrar*
 BA, MAEd, Wake Forest
- Susan C. Hunter (1984) *Assistant Director of Institutional Research*
 BS, Louisville
- Judy G. Walker (1986) *Assistant Registrar*
 BA, Wake Forest
- Data Services**
- Larry R. Henson (1981) *Assistant Vice President for Data Services*
 BA, Berea; MS, Missouri (Rolla);
 MBA, Wake Forest
- Buck Bayliff (1988) *Director of Communication Services
 and Microcomputer Center Manager*
 BA, Elon
- D. Jean Seeman (1977) *Academic Computing Manager*
 BA, Wake Forest; MS, PhD, Georgia
- Anne L. Yandell (1981) *Administrative Computing Manager*
 BA, MA, UNC-Greensboro
- Jay L. Dominick (1991) *Network/Operations Manager*
 BS, UNC-Chapel Hill; MA, Georgetown
- Tim Covey (1988) *Microcomputer Technical Coordinator*
 BA, Wake Forest

Admissions and Financial Aid

William C. Starling (1958) BBA, Wake Forest	<i>Director of Admissions and Financial Aid</i>
Thomas O. Phillips (1982) BA, MA, Wake Forest; PhD, UNC-Chapel Hill	<i>Associate Director of Admissions and Scholarship Officer</i>
Martha Blevins Allman (1982) BA, MBA, Wake Forest	<i>Associate Director of Admissions</i>
Steven Brooks (1989) BA, MA, EdD, UNC-Chapel Hill	<i>Associate Director of Financial Aid</i>
Wayne E. Johnson (1985) BA, Northwestern; JD, Wake Forest	<i>Assistant Director of Financial Aid</i>
Karen B. Grogan (1988) BA, Randolph Macon	<i>Assistant Director of Admissions</i>
Robert P. Jackson (1989) BA, Virginia Poly. Inst. and SU	<i>Assistant Director of Admissions</i>
Jane E. O'Sullivan (1991) BA, Wake Forest	<i>Assistant Director of Admissions</i>
K. Brooke Fenderson (1991) BA, Wake Forest	<i>Admissions Counselor</i>
Nevan A. Fisher (1991) BA, Wake Forest	<i>Admissions Counselor</i>
Sean H. Henry (1992) BS, Wake Forest	<i>Admissions Counselor</i>
Milton W. King Jr. (1992) BA, MBA, Wake Forest	<i>Assistant Scholarships Officer</i>

Career Services

William C. Currin (1988) BA, Wake Forest; BD, Southeastern Baptist Theo. Seminary	<i>Director of Career Services</i>
Susan Brooks (1989) BA, Lenoir-Rhyne; MAEd, Wake Forest; MBA, UNC-Chapel Hill; MDiv, Iliff School of Theology	<i>Director of Internships and Experiential Learning Programs</i>
Jessica B. Pollard (1988) BS, Fisk; MA, North Carolina Central	<i>Assistant Director of Career Services</i>

Public Affairs

Sandra Combs Boyette (1981) BA, UNC-Charlotte; MEd, Converse	<i>Vice President for Public Affairs</i>
T. Cleve Callison (1982) BA, Duke; MA, PhD, Wisconsin (Madison)	<i>WFDD Station Manager</i>

Kevin P. Cox (1990) BA, East Texas State; MA, Wake Forest	<i>Assistant Director, Media Relations</i>
Brian H. Eckert (1990) BA, Wake Forest	<i>Director of Media Relations</i>
David W. Fyten (1991) BA, Minnesota; MA, Iowa; MFA, Iowa	<i>University Editor</i>
Melody A. Graham (1987) BS, Appalachian State	<i>Director of Special Events</i>
Catherine M. Horne (1992) BED, North Carolina State	<i>Senior Graphic Designer</i>
Cherin C. Poovey (1987) BA, UNC-Chapel Hill	<i>Director of Publications and Associate University Editor</i>
Bernard H. Quigley (1989) BA, Massachusetts	<i>Staff Writer</i>
Jim A. Steele (1987) BA, Wake Forest	<i>Media Relations Officer</i>

University Relations

G. William Joyner Jr. (1969) BA, Wake Forest	<i>Vice President for University Relations</i>
Robert T. Baker (1978) BA, MS, George Peabody (Vanderbilt)	<i>Assistant Vice President and Director of Development</i>
Julius H. Corpening (1969) BA, Wake Forest; BD, Southern Baptist Theo. Seminary	<i>Assistant Vice President for University Relations</i>
Robert D. Mills (1972) BA, MBA, Wake Forest	<i>Assistant Vice President and Director of Capital Campaign</i>
Minta Aycock McNally (1978) BA, Wake Forest	<i>Assistant to the Vice President for University Relations</i>
Kay Doenges Lord (1985) BA, Wake Forest	<i>Director of Alumni Activities</i>
Claudia A. Stitt (1978) BS, East Tennessee State	<i>Director of Records and Support Services</i>
Dorothy Bryan (1990) BA, Wake Forest	<i>Director of Prospect Research</i>
James R. Bullock (1985) BA, Wake Forest	<i>Director of Capital Support</i>
Cathy B. Chinlund (1986) BS, East Carolina	<i>Manager of Support Services</i>
R. Kriss Dinkins (1990) BA, Wake Forest	<i>Director of Corporate Relations</i>

Scott K. DuBois (1989) BA, Wake Forest	<i>Director of Law Alumni and Development</i>
John W. Gillon (1990) BA, Wake Forest	<i>Director of Babcock Alumni Development</i>
Christia Hayes (1991) BA, UNC-Chapel Hill; MA, Wake Forest	<i>Prospect Research Officer</i>
Kerry M. King (1989) BA, Wake Forest	<i>Staff Writer</i>
Sheila Massey (1986) BA, Winston-Salem State	<i>Gift Stewardship</i>
Sonja Harvey Murray (1990) BA, MBA, Wake Forest	<i>Director of College Fund</i>
Joanne F. O'Brien (1989) BS, Wake Forest	<i>Director of Foundation Relations</i>
Allen H. Patterson Jr. (1987) BS, Wake Forest	<i>Director of Planned Giving</i>
Katherine Rand Schamay (1990) BA, Wake Forest; MA, UNC-Greensboro	<i>Director of Alumni Programs</i>
Robert Spinks (1989) BA, Furman; MRE, New Orleans Theo. Seminary; MA, Iowa	<i>Director of Development for Divinity School</i>
Kellie Tabor (1991) BA, Wake Forest	<i>Development Associate</i>
James G. Welsh Jr. (1987) BA, Wake Forest	<i>Associate Director of Alumni Activities</i>
Bruce A. Young (1991) BA, Wake Forest	<i>Assistant Director of the College Fund</i>
Graylyn Conference Center	
Thomas P. Gilsenan (1985) BS, California (Berkeley)	<i>General Manager and Director of the Graylyn Conference Center</i>
Jane Rachlin (1979)	<i>Assistant Director</i>
Financial Resource Management	
John G. Williard (1958) BS, UNC-Chapel Hill	<i>Vice President for Financial Resource Management and Treasurer</i>
Richard T. Clay (1956) BBA, Wake Forest	<i>Director of University Stores</i>
David O. Dyer (1973) BA, Wake Forest	<i>Assistant Director for Administration, University Stores</i>
Barry C. Schline (1985) BBA, Notre Dame; MBA, New Haven	<i>Real Estate Manager</i>

Libraries

- Rhoda K. Channing (1989) *Director of the Z. Smith Reynolds Library*
BA, Brooklyn; MS in LS, Columbia;
MBA, Boston College
- Charles M. Getchell Jr. (1986) *Assistant Director of the Z. Smith Reynolds Library*
BA, Tulane; MA, Mississippi;
MLS, Texas
- John Via (1977) *Assistant Director of the Z. Smith Reynolds Library*
BA, Virginia; MS in LS,
UNC-Chapel Hill
- Thomas M. Steele (1985) *Director of Worrell Professional Center Library*
BA, Oklahoma State;
MLS, Oregon; JD, Texas
- Michael D. Sprinkle (1972) *Executive Director of the Coy C. Carpenter Library,
Bowman Gray School of Medicine*
BA, MS in LS, UNC-Chapel Hill

Athletics

- Ron Wellman (1992) *Director of Athletics*
BS, MS, Bowling Green State University
- Dianne Dailey (1988) *Director of Women's Athletics*
BA, Salem; MEd, North Carolina State
- Larry Gallo Jr. (1987) *Associate Athletic Director*
BA, MS, Rhode Island
- Charles W. Patterson III (1984) *Associate Athletic Director*
AB, Davidson College
- William M. Faircloth (1978) *Assistant Athletic Director*
BS, Wake Forest; MA, Alabama

Wake Forest University Theater

- Harold C. Tedford (1965) *Director of the University Theater*
BA, Ouachita; MA, Arkansas;
PhD, Louisiana State
- Donald H. Wolfe (1968) *Associate Director of Theater*
BS, MS, Southern Illinois; PhD, Cornell
- Mary R. Wayne (1980) *Theater Designer*
BFA, Pennsylvania State; MFA, Ohio State
- Jonathan H. Christman (1983) *Technical Director*
AB, Franklin and Marshall;
MFA, Massachusetts
- John E. R. Friedenberg (1988) *Theater Manager*
BA, Wake Forest; MFA, Carnegie-Mellon
- Patricia W. Toole (1990) *Director of Theater Speech*
AB, Smith; MA, Wake Forest

Other Administrative Offices

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|--|---|
| James P. Barefield (1963)
BA, MA, Rice; PhD, Johns Hopkins | <i>Coordinator of the Venice Program</i> |
| Mary Jane Berman (1986)
BA, Harpur; MA,
PhD, SUNY (Binghamton) | <i>Director/Curator of the
Museum of Anthropology</i> |
| Julie Cole (1988)
BS, MA, Appalachian | <i>Director of Research and Sponsored Programs</i> |
| Gloria E. Cooper (1987)
BA, Maryland | <i>Director of Equal Employment Opportunity/
Training and Development</i> |
| Thomas M. Elmore (1962)
BA, Wake Forest; MA, George Peabody;
PhD, Ohio State | <i>Director of Counseling Program</i> |
| Victor Faccinto (1978)
BA, MA, California State (Sacramento) | <i>Director of the Art Gallery</i> |
| Richard P. Faude (1986)
BA, Wake Forest; MFA, Montana State | <i>Head of Information Technology Center
(Z. Smith Reynolds Library)</i> |
| Susan L. Faust (1991)
BA, MA, Arkansas (Fayetteville) | <i>Assistant to the Vice President
for Special Projects</i> |
| Brian Gorelick (1984)
BA, Yale; MM, Wisconsin (Madison);
DMA, Illinois | <i>Director of Choral Ensembles</i> |
| David W. Hadley (1966)
BA, Wake Forest; AM, PhD, Harvard | <i>Coordinator of the London Program</i> |
| Martin Province (1982)
BA, Wake Forest; MM, Colorado | <i>Assistant Director of Instrumental Ensembles
and Director of Bands</i> |
| Judith K. Shannon (1980) | <i>Assistant to the Director of International Studies
and Adviser for Study Abroad/International Students</i> |
| Martine Sherrill (1985)
BFA, MLF, UNC-Greensboro | <i>Curator of Slides and Prints</i> |
| Robert N. Shorter (1958)
BA, Union; MA, PhD, Duke | <i>Director of Program of Academic Support Services</i> |
| Ross Smith (1984)
BA, Wake Forest | <i>Debate Coach</i> |
| George William Trautwein (1983)
BMus, Oberlin; MMus, Cleveland
Inst. of Music; MusD, Indiana | <i>Director of Instrumental Ensembles
and the Secrest Artists Series</i> |
| Robert L. Utley Jr. (1978)
BA, Wake Forest; MA, PhD, Duke | <i>Director of the Tocqueville Forum</i> |
| Virginia K. Williams (1990)
BS, Wake Forest | <i>Internal Auditor</i> |

The Undergraduate Faculties

Date following name indicates year of appointment.

David Adams (1992) BA, Oregon; PhD, CUNY (New York)	<i>Visiting Assistant Professor of English</i>
John M. Aho (1988) BA, MA, Wake Forest; PhD, Exeter (England)	<i>Adjunct Assistant Professor of Biology</i>
Helen W. Akinc (1987) BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)	<i>Adjunct Instructor in Business</i> (School of Business and Accountancy) (Part-time)
Umit Akinc (1982) BS, Middle East Tech. University (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill	<i>Professor of Business</i> (School of Business and Accountancy)
Gary R. Albrecht (1987, 1990) BA, Tulane; MA, PhD, Indiana	<i>Adjunct Associate Professor of Economics</i>
Jane W. Albrecht (1987) BA, Wright State; MA, PhD, Indiana	<i>Assistant Professor of Romance Languages</i> (Spanish)
William T. Alderson (1990) AB, Colgate; MA, PhD, Vanderbilt	<i>Adjunct Professor of History</i> (Part-time)
Brian Allen (1977) BA, East Anglia; MA, PhD, London	<i>Lecturer in Art History (London)</i> (Department of Art, Part-time)
Edward E. Allen (1991) BS, Brigham Young; MA, PhD, California (San Diego)	<i>Assistant Professor of Mathematics</i>
Eva M. Allen (1990) BS, Gardner-Webb; MA, Wake Forest	<i>Instructor in Mathematics</i>
Nina Stromgren Allen (1984) BS, Wisconsin; MS, PhD, Maryland	<i>Associate Professor of Biology</i>
Ralph D. Amen (1962) BA, MA, Northern Colorado; MBS, PhD, Colorado	<i>Professor of Biology</i>
David J. Anderson (1992) BA, Denison; MS, Michigan; PhD, Pennsylvania	<i>Assistant Professor of Biology</i>
Gunnar Anderson (1990) BA, Lawrence; MA, Northwestern; PhD, Chicago	<i>Assistant Professor of Romance Languages</i> (Spanish)
Paul R. Anderson (1990) BS, Wisconsin (Madison); MA, PhD, California (Santa Barbara)	<i>Assistant Professor of Physics</i>

- John L. Andronica (1969) *Professor of Classical Languages*
BA, Holy Cross; MA, Boston College;
PhD, Johns Hopkins (Venice, Fall 1992)
- Maya Angelou (1982) *Reynolds Professor of American Studies*
LittD, Smith, Lawrence, Columbia College
(Chicago), Atlanta, Wheaton; LHD, Mills, Wake
Forest, Occidental, Arkansas, Claremont, Kean
- Guy M. Arcuri (1989) *Instructor in Romance Languages*
BA, North Carolina State;
MA, UNC-Chapel Hill (Spanish)
- Santa Arias (1992) *Visiting Assistant Professor of Romance Languages*
BA, SUNY (New Paltz);
MA, PhD, Wisconsin (Madison) (Spanish)
- E. Pendleton Banks (1954) *Professor of Anthropology*
BA, Furman; AM, PhD, Harvard
- Sarah E. Barbour (1985) *Associate Professor of Romance Languages*
BA, Maryville; MA, Paris; PhD, Cornell (French; Dijon, Fall 1992)
- Janice B. Bardsley (1989) *Assistant Professor of Japanese*
BA, California (Davis);
MA, PhD, California (Los Angeles) (East Asian Languages and Literatures)
- James P. Barefield (1963) *Professor of History*
BA, MA, Rice; PhD, Johns Hopkins
- Bernadine Barnes (1989) *Assistant Professor of Art*
BA, Illinois (Urbana-Champaign);
MA, Pittsburgh; PhD, Virginia
- Richard C. Barnett (1961) *Professor of History*
BA, Wake Forest; MEd, PhD,
UNC-Chapel Hill
- Phillip G. Batten (1991) *Adjunct Assistant Professor of Psychology*
BA, PhD, UNC-Chapel Hill; MA, Yale
Divinity School; MA, Wake Forest
- John V. Baxley (1968) *Professor of Mathematics*
BS, MS, Georgia Tech; PhD, Wisconsin
- H. Kenneth Bechtel (1981) *Associate Professor of Sociology*
BA, MA, North Dakota; PhD, Southern
Illinois (Carbondale)
- Robert C. Beck (1959) *Professor of Psychology*
BA, PhD, Illinois
- S. Douglas Beets (1987) *Associate Professor of Accounting*
BS, Tennessee;
MAcc, PhD, Virginia Poly. Inst. and SU
(School of Business and Accountancy)
- Donald B. Bergey (1978) *Instructor in Health and Sport Science*
BS, MA, Wake Forest (Part-time)

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- Mary Jane Berman (1986) *Director/Curator of the Museum of Anthropology
and Assistant Professor of Anthropology*
BA, Harpur;
MA, PhD, SUNY (Binghamton)
- Michael J. Berry (1985) *Associate Professor of Health and Sport Science*
BS, Jacksonville State; MA, South-
eastern Louisiana; PhD, Texas A&M
- Deborah L. Best (1972, 1978) *Professor of Psychology
(Venice, Spring 1993)*
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill
- Zanna Beswick (1987) *Lecturer in Theater (London)
(Department of Theater, Part-time)*
BA, Hons, Bristol (England)
- Lynne Bils-Baumann (1992) *Instructor in German
(Part-time)*
AB, AM, Illinois
- Mary Lucy Bivins (1985) *Adjunct Instructor in Theater
(Part-time)*
BA, Salem; MA, Wake Forest
- Terry D. Blumenthal (1987) *Associate Professor of Psychology*
BS, Alberta (Edmonton); MS, PhD, Florida
- Keith D. Bonin (1992) *Associate Professor of Physics*
BS, Loyola; PhD, Maryland
- Susan Harden Borwick (1982) *Professor of Music*
BM, BME, Baylor; PhD, UNC-Chapel Hill
- Stephen B. Boyd (1985) *Associate Professor of Religion*
BA, Tennessee; MDiv, ThD, Harvard
Divinity School
- Debra Boyd-Buggs (1989) *Assistant Professor of Romance Languages
(French; Leave, 1992-93)*
BA, Iowa; MA, Rutgers; PhD, Ohio State
- Anne Boyle (1986) *Assistant Professor of English*
BA, Wilkes College; MA, PhD, Rochester
- Robert W. Brehme (1959) *Professor of Physics*
BS, Roanoke; MS, PhD, UNC-Chapel Hill
- David G. Brown (1990) *Professor of Economics*
AB, Denison; PhD, Princeton
- Carole L. Browne (1980) *Associate Professor of Biology*
BS, Hartford; PhD, Syracuse
- Robert A. Browne (1980) *Associate Professor of Biology*
BS, MS, Dayton; PhD, Syracuse
- David B. Broyles (1966) *Professor of Politics*
BA, Chicago; BA, Florida; MA, PhD,
California (Los Angeles)
- Christy M. Buchanan (1992) *Assistant Professor of Psychology*
BA, Seattle Pacific; PhD, Michigan

- David P. Bumgarner (1990) *Assistant Professor of Military Science*
BS, Appalachian
- Julian C. Burroughs Jr. (1958) *Professor of Speech Communication*
BA, Wake Forest; MA, PhD, Michigan
- Daniel A. Cañas (1987) *Associate Professor of Computer Science*
BS, Tecnológico de Monterrey (Mexico);
MS, Georgia Tech; PhD, Texas (Austin)
- Richard D. Carmichael (1971) *Professor of Mathematics*
BS, Wake Forest; MA, PhD, Duke
- Christa G. Carollo (1985) *Lecturer in German*
BA, UNC-Greensboro; MA, Duke
(Part-time)
- Simone M. Caron (1991) *Assistant Professor of History*
BA, Bridgewater State; MA, Northeastern;
PhD, Clark
- John A. Carter Jr. (1961) *Professor of English*
BA, Virginia; MA, PhD, Princeton
- Stewart Carter (1982) *Associate Professor of Music*
BME, Kansas; MS, Illinois; PhD, Stanford
- David W. Catron (1963) *Professor of Psychology*
BA, Furman; PhD, George Peabody
(Leave, Fall 1992)
- Sarah S. Catron (1989) *Visiting Assistant Professor of Psychology*
BA, Furman; MA, George Peabody
(Vanderbilt); PhD, UNC-Greensboro
(Part-time)
- Dorothy J. Cattle (1989) *Visiting Assistant Professor of Anthropology*
BA, Washington; MA, PhD, New Mexico
- Jonathan H. Christman (1983) *Lecturer in Theater*
AB, Franklin and Marshall; MFA, Massachusetts
(Part-time)
- John E. Collins (1970) *Professor of Religion*
BS, MS, Tennessee; MDiv, Southeastern Baptist
Theo. Seminary; MA, PhD, Princeton
- William E. Conner (1988) *Associate Professor of Biology*
BA, Notre Dame; MS, PhD, Cornell
- Jule M. Connolly (1985) *Instructor in Mathematics*
BA, UNC-Chapel Hill; MEd, South Carolina
(Part-time)
- Leon P. Cook Jr. (1957) *Associate Professor of Accounting*
BS, Virginia Poly. Inst. & SU;
MS, Tennessee
(School of Business and Accountancy)
- Nancy J. Cotton (1977) *Professor of English*
BA, Texas; MA, Wisconsin; PhD, Columbia
- Allin F. Cottrell (1989) *Assistant Professor of Economics*
BA, Oxford (Merton College); PhD, Edinburgh

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- Brian F. Crisp (1991)
BA, Hope College; PhD, Michigan
Assistant Professor of Politics
- Patricia M. Cunningham (1978)
BA, Rhode Island; MS, Florida State;
EdS, Indiana State; PhD, Georgia
Professor of Education
- James F. Curran (1988)
BAAS, Delaware; MA, PhD, Rice
Assistant Professor of Biology
- George B. Cvijanovich (1989)
PhD, Bern (Switzerland)
Adjunct Professor of Physics
- Dale Dagenbach (1990)
BA, New College; MA, PhD, Michigan State
Associate Professor of Psychology
- Mary M. Dalton (1986)
BA, Wake Forest; MA, UNC-Greensboro
Instructor in Speech Communication
- Kate Daniels (1992)
BA, MA, Virginia; MFA, Columbia
Poet-in-Residence
(Department of English)
- Sayeste A. Daser (1978)
BS, Middle East Tech
University (Ankara); MS, Ege (Izmir);
PhD, UNC-Chapel Hill
Associate Professor of Business
(School of Business and Accountancy)
- Huw M. L. Davies (1983)
BSc, University College (Cardiff);
PhD, East Anglia
Associate Professor of Chemistry
- P. Candace Deans (1989)
BS, UNC-Chapel Hill; MEd,
North Carolina State; MBA, East
Carolina; PhD, South Carolina
Assistant Professor of Business
(School of Business and Accountancy)
- Mary K. DeShazer (1982, 1987)
BA, Western Kentucky;
MA, Louisville; PhD, Oregon
Associate Professor of English
and Women's Studies
- Arun P. Dewasthali (1975)
BS, Bombay; MS, PhD, Delaware
Associate Professor of Business
(School of Business and Accountancy)
- Constance L. Dickey (1991)
BA, Portland State; MA, Washington
(Seattle); PhD, California (Berkeley)
Assistant Professor of Romance Languages
(French)
- Ronald V. Dimock Jr. (1970)
BA, New Hampshire; MS, Florida State;
PhD, California (Santa Barbara)
Professor of Biology
- Lorraine DiSimone (1992)
BM, Connecticut;
MM, New England Conservatory of Music
Visiting Assistant Professor of Music
(Fall 1992)
- Patricia Dixon (1986)
BM, North Carolina School of the Arts;
MM, UNC-Greensboro
Part-time Instructor in Music

- Kevin M. Doak (1989)
BA, Quincy College; MA, PhD, Chicago
*Dana Faculty Fellow and
Assistant Professor of History
(Tokai, Fall 1992; Leave, Spring 1993)*
- James H. Dodding (1979)
Diploma, Rose Bruford College of Speech and
Drama (London); Cert., Birmingham University;
Cert., Westhill Training College (Birmingham);
Diploma, Theater on the Balustrade (Prague)
Professor of Theater
- Thomas E. Dougherty Jr. (1977)
BA, Wake Forest; MDiv, PhD,
Southern Baptist Theo. Seminary
*Adjunct Associate Professor of Religion
(Part-time)*
- Robert H. Dufort (1961)
BA, PhD, Duke
Professor of Psychology
- John S. Dunkelberg (1983)
BS, Clemson;
MBA, PhD, South Carolina
*Associate Professor of Business
(School of Business and Accountancy)*
- Rebecca Duplantier (1993)
BA, MA, California (Los Angeles); PhD, Ohio State
Assistant Professor of German
- John R. Earle (1963)
BA, Wake Forest; MA, PhD, UNC-Chapel Hill
Professor of Sociology
- Eddie V. Easley (1984)
BS, Virginia;
MS, PhD, Iowa State
*Professor of Business
(School of Business and Accountancy)*
- C. Drew Edwards (1980)
BA, Furman; MA, Wake Forest;
PhD, Florida State
*Adjunct Associate Professor of Psychology
(Part-time)*
- Marianne Eismann (1992)
AB, Princeton; MA, Chicago
Instructor in English
- Bashir El-Beshti (1990)
BA, Tripoli University (Libya); MA,
Colorado State; PhD, California (Berkeley)
Assistant Professor of English
- Leo Ellison Jr. (1957)
BS, MS, Northwestern State
Associate Professor of Health and Sport Science
- Thomas M. Elmore (1962)
BA, Wake Forest;
MA, George Peabody; PhD, Ohio State
Professor of Education
- Helen V. Emmitt (1991)
AB, Bryn Mawr; PhD, California (Berkeley)
Visiting Assistant Professor of English
- Gerald W. Esch (1965)
BS, Colorado College; MS, PhD, Oklahoma
Wake Forest Professor of Biology
- Paul D. Escott (1988)
BA, Harvard; MA, PhD, Duke
Reynolds Professor of History

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- Andrew V. Ettin (1977) *Professor of English*
BA, Rutgers; MA, PhD, Washington (St. Louis)
- Herman E. Eure (1974) *Professor of Biology*
BS, Maryland State; PhD, Wake Forest
- David K. Evans (1966) *Professor of Anthropology*
BS, Tulane; PhD, California (Berkeley)
- Robert H. Evans (1983) *Associate Professor of Education*
BA, Ohio Wesleyan; MS, New Hampshire;
PhD, Colorado
- Kevin D. Everett (1992) *Instructor in Sociology*
BA, Kenyon; MA, UNC-Chapel Hill
- Stephen Ewing (1971) *Professor of Business*
BS, Howard Payne;
(School of Business and Accountancy)
MBA, Baylor; PhD, Texas Tech.
- David L. Faber (1984) *Associate Professor of Art*
AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois
- Philippe R. Falkenberg (1969) *Associate Professor of Psychology*
BA, Queens (Ontario); PhD, Duke
- Susan L. Faust (1992) *Adjunct Instructor in Speech Communication*
BA, MA, Arkansas (Fayetteville) (Part-time)
- Ramiro Fernández (1987) *Assistant Professor of Romance Languages*
BA, Miami; MA, Middlebury College (Spanish)
in Madrid; PhD, Temple
- James C. Fishbein (1988) *Dana Faculty Fellow and Assistant*
BA, Johns Hopkins; PhD, Brandeis *Professor of Chemistry*
- Jack D. Fleer (1964) *Professor of Politics*
BA, Oklahoma Baptist; MS, Florida State;
PhD, UNC-Chapel Hill
- Doyle R. Fosso (1964) *Professor of English*
AB, Harvard; MA, Michigan; PhD, Harvard
- Donald E. Frey (1972) *Professor of Economics*
BA, Wesleyan; MDiv, Yale; PhD, Princeton
- John E. R. Friedenberg (1988) *Lecturer in Theater*
BA, Wake Forest; MFA, Carnegie-Mellon (Part-time)
- Mary Lusky Friedman (1987) *Associate Professor of Romance Languages*
BA, Wellesley; MA, PhD, Columbia (Spanish; Leave, Fall 1992)
- N. Ganapathisubramanian (1986) *Assistant Professor of Chemistry*
BS, Madura College (India);
MSc, PhD, Indian Inst. of Technology (Madras)
- Rufus S. Gatlin Jr. (1992) *Assistant Professor of Military Science*
BS, St. Augustine

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| J. Whitfield Gibbons (1971)
BS, MA, Alabama; PhD, Michigan State | <i>Adjunct Professor of Biology</i> |
| Samuel T. Gladding (1990)
BA, MAEd, Wake Forest; MA, Yale;
PhD, UNC-Greensboro | <i>Professor of Education</i> |
| Kathleen M. Glenn (1974)
BA, MA, PhD, Stanford | <i>Wake Forest Professor of Romance Languages</i>
(Spanish; Salamanca, Spring 1993) |
| Thomas S. Goho (1977)
BS, MBA, Pennsylvania
State; PhD, UNC-Chapel Hill | <i>Associate Professor of Business</i>
(School of Business and Accountancy) |
| Martha E. Golden (1992)
BA, Duke; MA, New York | <i>Instructor in Romance Languages</i>
(French) |
| Louis R. Goldstein (1979)
BM, Oberlin; MFA, California
Inst. of the Arts; DMA, Eastman | <i>Associate Professor of Music</i> |
| Harold O. Goodman (1958)
BA, MA, PhD, Minnesota | <i>Adjunct Professor of Biology</i> |
| Bobbi M. Goodnough (1987)
BS, Winthrop; MEd, Toledo | <i>Instructor in Health and Sport Science</i> |
| Brian L. Gorelick (1984)
BA, Yale; MM, Wisconsin (Madison);
DMA, Illinois | <i>Director of Choral Ensembles</i>
(Department of Music) |
| Margaret C. Gregory (1990)
BA, Wellesley; MA, Michigan | <i>Visiting Lecturer in Art</i>
(Part-time) |
| David W. Hadley (1966)
BA, Wake Forest; AM, PhD, Harvard | <i>Professor of History</i> |
| William S. Hamilton (1983)
BA, MA, PhD, Yale | <i>Associate Professor of Russian</i> |
| Claire Holton Hammond (1978)
BA, Mary Washington; PhD, Virginia | <i>Associate Professor of Economics</i> |
| J. Daniel Hammond (1978)
BA, Wake Forest; PhD, Virginia | <i>Professor of Economics</i> |
| Philip S. Hammond (1990)
BA, Gettysburg; MS, PhD, Michigan | <i>Visiting Assistant Professor of Chemistry</i> |
| Phillip J. Hamrick Jr. (1956)
BS, Morris Harvey; PhD, Duke | <i>Professor of Chemistry</i> |
| James S. Hans (1982)
BA, MA, Southern Illinois; PhD, Washington | <i>Professor of English</i>
(Leave, Spring 1993) |
| Hanna M. Hardgrave (1985)
BA, Brown; MA, PhD, Chicago | <i>Lecturer in Philosophy</i>
(Part-time) |
| Katy J. Harriger (1985)
BA, Edinboro State; MA, PhD, Connecticut | <i>Associate Professor of Politics</i> |

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| Catherine T. Harris (1980)
BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia | <i>Professor of Sociology</i> |
| J. Kline Harrison (1990)
BS, Virginia; PhD, Maryland | <i>Assistant Professor of Business</i>
(School of Business & Accountancy) |
| Negley Boyd Harte (1978)
BS, London School of Economics | <i>Lecturer in History (London)</i>
(Part-time) |
| Elmer K. Hayashi (1973)
BA, California (Davis);
MS, San Diego State; PhD, Illinois | <i>Professor of Mathematics and</i>
<i>Computer Science</i> |
| Michael David Hazen (1974)
BA, Seattle Pacific;
MA, Wake Forest; PhD, Kansas | <i>Professor of Speech Communication</i> |
| Terry C. Hazen (1988)
BS, MS, Michigan State; PhD, Wake Forest | <i>Adjunct Professor of Biology</i> |
| Thomas K. Hearn Jr. (1983)
BA, Birmingham-Southern; BD, Southern
Baptist Theo. Seminary; PhD, Vanderbilt | <i>Professor of Philosophy</i> |
| Roger A. Hegstrom (1969)
BA, St. Olaf; AM, PhD, Harvard | <i>Wake Forest Professor of Chemistry</i> |
| David Helm (1991)
BA, Ithaca; MFA, Illinois (Chicago) | <i>Visiting Assistant Professor of Art</i> |
| Robert M. Helm (1940)
BA, Wake Forest; MA, PhD, Duke | <i>Worrell Professor of Philosophy</i> |
| J. Edwin Hendricks (1961)
BA, Furman; MA, PhD, Virginia | <i>Professor of History</i> |
| Marcus B. Hester (1963)
BA, Wake Forest; PhD, Vanderbilt | <i>Professor of Philosophy</i> |
| David A. Hills (1960)
BA, Kansas; MA, PhD, Iowa | <i>Associate Professor of Psychology</i> |
| Willie L. Hinze (1975)
BS, MA, Sam Houston State; PhD, Texas A&M | <i>Wake Forest Professor of Chemistry</i>
(Leave, Spring 1993) |
| Earl C. Hipp Jr. (1991)
BA, Wofford, MBA, JD, South Carolina | <i>Associate Professor of Business</i>
(School of Business and Accountancy) |
| Alix Hitchcock (1989)
BFA, UNC-Greensboro; MA, New York | <i>Visiting Instructor in Art</i>
(Part-time) |
| Kenneth G. Hoglund (1990)
BA, Wheaton; MA, PhD, Duke | <i>Assistant Professor of Religion</i> |
| George M. Holzwarth (1983)
BA, Wesleyan; MS, PhD, Harvard | <i>Professor of Physics</i> |
| Natalie A. W. Holzwarth (1983)
BS, Massachusetts Inst. of Tech.; PhD, Chicago | <i>Associate Professor of Physics</i> |

- Fred L. Horton Jr. (1970)
BA, UNC-Chapel Hill;
BD, Union Theo. Seminary; PhD, Duke
*Albritton Professor of the Bible
(Department of Religion)*
- William L. Hottinger (1970)
BS, Slippery Rock; MS, PhD, Illinois
Professor of Health and Sport Science
- Frederic T. Howard (1966)
BA, MA, Vanderbilt; PhD, Duke
Professor of Mathematics
- Pamela Howland (1989)
BM, MM, Wisconsin Conservatory of Music;
DMA, Eastman
Part-time Assistant Professor of Music
- Paul F. Huck (1989)
BS, Marquette; MBA, Washington;
MA, PhD, Northwestern
Assistant Professor of Economics
- Stephen J. Huebner (1989)
BA, William and Mary; MA, Central Michigan
Adjunct Instructor in Military Science
- Michael L. Hughes (1984)
BA, Claremont McKenna; MA, PhD,
California (Berkeley)
Associate Professor of History
- Charles F. Jackels (1977)
BChem, Minnesota; PhD, Washington
Professor of Chemistry
- Susan C. Jackels (1977)
BA, Carleton; PhD, Washington
Professor of Chemistry
- Mordecai J. Jaffe (1980)
BS, City College (New York); PhD, Cornell
*Babcock Professor of Botany
(Department of Biology)*
- Patricia Adams Johansson (1969)
BA, Winston-Salem State; MA, Wake Forest
Lecturer in English
- David J. John (1982)
BS, Emory and Henry; MS, PhD, Emory
*Associate Professor of Mathematics and
Computer Science*
- Dana J. Johnson (1992)
BBA, MA, DBA, Kent State
*Professor of Business
(School of Business & Accountancy)*
- Marjorie A. Johnson (1992)
BA, Wake Forest; MEd, UNC-Greensboro
Visiting Instructor in Education
- W. Dillon Johnston (1973)
BA, Vanderbilt; MA, Columbia; PhD, Virginia
Professor of English
- Bradley T. Jones (1989)
BS, Wake Forest; PhD, Florida
Assistant Professor of Chemistry
- Paul E. Juras (1991)
BBA, MBA, Pace; PhD, Syracuse
*Assistant Professor of Accounting
(School of Business and Accountancy)*

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- Peter D. Kairoff (1988) *Associate Professor of Music*
BA, California (San Diego);
MM, DMA, Southern California
- Jay R. Kaplan (1981) *Adjunct Professor of Anthropology
and Psychology*
BA, Swarthmore; MA, PhD, Northwestern
- Darra Keeton (1992) *Visiting Assistant Professor of Art*
BFA, Miami (Ohio); MFA, Queens College
- Horace O. Kelly Jr. (1987) *Lecturer in Business
(School of Business and Accountancy)*
BA, Baylor
- Judy K. Kem (1987) *Assistant Professor of Romance Languages
(French)*
BA, Western Kentucky; MA, Louisville;
PhD, UNC-Chapel Hill
- Charles H. Kennedy (1985) *Associate Professor of Politics*
BA, Eckerd; AM, MPP, PhD, Duke
- Ralph C. Kennedy III (1976) *Associate Professor of Philosophy*
BA, PhD, California (Berkeley)
- James J. Kennelly (1992) *Instructor in History*
BA, Wisconsin (Madison)
- William C. Kerr (1970) *Professor of Physics*
BS, Wooster; PhD, Cornell
- Charles Jeffery Kinlaw (1986) *Instructor in Philosophy*
BA, Wake Forest; MDiv, Southern
Baptist Theo. Seminary
- Ellen E. Kirkman (1975) *Professor of Mathematics*
BA, Wooster; MA, MS, PhD, Michigan State
- Scott W. Klein (1991) *Assistant Professor of English*
AB, Harvard; BA, MA, Cambridge;
MA, MPhil, PhD, Yale
- Robert Knott (1975) *Professor of Art*
BA, Stanford; MA, Illinois; PhD, Pennsylvania
- Dilip K. Kondepudi (1987) *Associate Professor of Chemistry
(Leave, Spring 1993)*
BS, Madras (India); MS, Indian
Technology (Bombay); PhD, Texas
- Kathleen A. Kron (1991) *Assistant Professor of Biology*
BS, MS, Michigan State; PhD, Florida
- Philip F. Kuberski (1989) *Associate Professor of English
(Leave, 1992-93)*
BA, MA, PhD, California (Irvine)
- Raymond E. Kuhn (1968) *Wake Forest Professor of Biology*
BS, Carson-Newman; PhD, Tennessee
- James Kuzmanovich (1972) *Professor of Mathematics*
BS, Rose Polytechnic; PhD, Wisconsin

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- Kelly B. Kyes (1989) *Visiting Assistant Professor of Psychology*
BS, South Carolina (Coastal
Carolina College); MS, PhD, Georgia
- Randall C. Kyes (1990) *Adjunct Instructor in Psychology*
BA, Maine; MA, Bucknell; PhD, Georgia
- Abdessadek Lachgar (1991) *Assistant Professor of Chemistry*
BS, MS, PhD, University of Nantes (France)
- Hugo C. Lane (1973) *Associate Professor of Biology*
Licenciate of the Biological Sciences,
Doctorate of the Biological Sciences, Geneva
- Page H. Laughlin (1987) *Assistant Professor of Art*
BA, Virginia; MFA, Rhode Island School of Design
(Leave, 1992-93)
- Michael S. Lawlor (1986) *Associate Professor of Economics*
BA, Texas (Austin); PhD, Iowa State
- LeeAnna Lawrence (1992) *Visiting Assistant Professor of English*
BA, Vassar; MA, North Carolina State;
PhD, Duke
- Mark R. Leary (1985) *Professor of Psychology*
BA, West Virginia Wesleyan; MA, PhD, Florida
(Leave, Spring 1993)
- Wei-chin Lee (1987) *Assistant Professor of Politics*
BA, National Taiwan University; MA, PhD, Oregon
- Win-chiat Lee (1983) *Associate Professor of Philosophy*
BA, Cornell; PhD, Princeton
- Philip LeMasters (1991) *Visiting Assistant Professor of Religion*
BA, Baylor; MA, Rice; PhD, Duke
- Andrew Leslie (1992) *Visiting Instructor in Speech Communication*
BA, Virginia
- David B. Levy (1976) *Associate Professor of Music*
BM, MA, Eastman; PhD, Rochester
- Kathryn Levy (1988) *Part-time Instructor in Music*
BM, Eastman
- Charles M. Lewis (1968) *Professor of Philosophy*
BA, Wake Forest; ThM, Harvard; PhD, Vanderbilt
- Thomas P. Liebschutz (1987) *Visiting Lecturer in Religion*
BA, MA, Rochester;
BHL, MAHL, Hebrew Union; DMin, Boston
(Part-time)
- John H. Litcher (1973) *Professor of Education*
BS, Winona State; MA, PhD, Minnesota
- John T. Llewellyn (1990) *Assistant Professor of Speech Communication*
AB, UNC-Chapel Hill; MA, Arkansas;
PhD, Texas

- Dan S. Locklair (1982) *Associate Professor of Music and Composer-in-Residence*
BM, Mars Hill; SMM, Union
Theo. Seminary; DMA, Eastman
- Charles F. Longino Jr. (1991) *Wake Forest Professor of Sociology*
BA, Mississippi; MA, Colorado;
PhD, UNC-Chapel Hill
- Sabine Loucif (1992) *Instructor in Romance Languages (French)*
Licence de Lettres, Maitrise de Lettres Modernes,
Sorbonne Nouvelle; MA, Carthage College
- Allan D. Louden (1985) *Associate Professor of Speech Communication (Leave, Spring 1993)*
BA, Montana State; MA, Montana;
PhD, Southern California
- Robert W. Lovett (1962, 1968) *Professor of English*
BA, Oglethorpe; MAT, PhD, Emory
- Gene T. Lucas (1967, 1986) *Lecturer in Mathematics*
BA, Phillips; MA, Denver
- Bradley Macdonald (1993) *Visiting Assistant Professor of Politics (Spring 1993)*
BA, UNC-Chapel Hill;
MA, PhD, California (Los Angeles)
- Linda S. Maier (1987) *Assistant Professor of Romance Languages (Spanish; Leave, 1992-93)*
AB, Washington; MA, PhD, Virginia
- Barry G. Maine (1981) *Associate Professor of English*
BA, Virginia; MA, PhD, UNC-Chapel Hill
- Allen Mandelbaum (1989) *Kenan Professor of Humanities*
BA, Yeshiva; MA, PhD, Columbia
- Milorad R. Margitić (1978) *Professor of Romance Languages (French)*
MA, Leiden (Netherlands); PhD, Wayne State
- Dale R. Martin (1982) *Professor of Accounting (School of Business and Accountancy)*
BS, MS, Illinois State; DBA, Kentucky
- James A. Martin Jr. (1983) *University Professor*
BA, Wake Forest; MA, Duke; PhD, Columbia
- George Eric Matthews Jr. (1979) *Professor of Physics*
BS, PhD, UNC-Chapel Hill
- J. Gaylord May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia
- Jo Whitten May (1972) *Adjunct Professor of Speech Communication (Part-time)*
BS, Virginia; MA, PhD, UNC-Greensboro
- W. Graham May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia
- Leah P. McCoy (1990) *Assistant Professor of Education*
BS, West Virginia Inst. of Tech.; MA,
Maryland; EdD, Virginia Poly. Inst. and SU

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|---|---|
| Thomas W. McGohey (1990)
BA, MA, Michigan State;
MFA, UNC-Greensboro | <i>Instructor in English</i> |
| Jill Jordan McMillan (1983)
BA, Baylor; MA, Arkansas; PhD, Texas | <i>Associate Professor of Speech Communication</i>
(Leave, Fall 1992) |
| Dolly A. McPherson (1974)
BA, Southern; MA, Boston University;
PhD, Iowa | <i>Professor of English</i> |
| Christopher Melchert (1992)
BA, California (Santa Cruz); MA,
Princeton; PhD, Pennsylvania | <i>Visiting Assistant Professor of History</i> |
| Gordon A. Melson (1991)
BS, PhD, Sheffield (England) | <i>Professor of Chemistry</i> |
| Stephen P. Messier (1981)
BS, MS, Rhode Island; PhD, Temple | <i>Professor of Health and Sport Science</i> |
| Christopher Metress (1990)
BA, St. Mary's University; MA, PhD,
Vanderbilt | <i>Visiting Assistant Professor of English</i> |
| William K. Meyers (1988)
BA, Washington; MA, PhD, Chicago | <i>Assistant Professor of History</i> |
| Joseph O. Milner (1969)
BA, Davidson; MA, PhD, UNC-Chapel Hill | <i>Professor of Education</i> |
| G. Dianne Mitchell (1983)
BA, Salem; MAEd, Wake Forest; PhD, Duke | <i>Lecturer in Education</i>
(Part-time) |
| John C. Moorhouse (1969)
BA, Wabash; PhD, Northwestern | <i>Professor of Economics</i> |
| Patrick E. Moran (1989)
BA, MA, Stanford; MA, National
Taiwan University; PhD, Pennsylvania | <i>Assistant Professor of Chinese</i>
(East Asian Languages and Literatures) |
| Mardene G. Morykwas (1992)
AB, MA, Michigan | <i>Adjunct Instructor in Speech Communication</i>
(Part-time) |
| Carl C. Moses (1964, 1993)
AB, William and Mary;
MA, PhD, UNC-Chapel Hill | <i>Visiting Professor of Politics</i>
(Part-time, Spring 1993) |
| William M. Moss (1971)
BA, Davidson; PhD, UNC-Chapel Hill | <i>Professor of English</i>
(Leave, 1992-93) |
| Gloria K. Muday (1991)
BS, Virginia Poly. Inst. and SU; PhD, Purdue | <i>Assistant Professor of Biology</i> |
| Thomas E. Mullen (1957)
BA, Rollins; MA, PhD, Emory | <i>Professor of History</i> |
| Margaret Mulvey (1986)
BA, MS, Connecticut; PhD, Rutgers | <i>Adjunct Associate Professor of Biology</i> |

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- Stephen Murphy (1987)
BA, Canisius; MA, PhD, UNC-Chapel Hill
Assistant Professor of Romance Languages (French)
- Rebecca Myers (1981)
BS, MA, Ball State
Instructor in Dance and Director of Dance Programs (Department of Theater)
- Emily G. Neese (1991)
BS, Wake Forest
Adjunct Instructor in Accounting (School of Business and Accountancy; Part-time)
- Candelas M. Newton (1978)
BA, Salamanca (Spain); MA, PhD, Pittsburgh
Professor of Romance Languages (Spanish)
- Linda N. Nielsen (1974)
BA, MS, EdD, Tennessee
Professor of Education
- Ronald E. Nofle (1967)
BS, New Hampshire; PhD, Washington
Professor of Chemistry
- James L. Norris III (1989)
BS, MS (Science), MS (Statistics), North Carolina State; PhD, Florida State
Assistant Professor of Mathematics
- Mary Anne Nunn (1991)
AB, Kenyon; MA, PhD, Virginia
Visiting Assistant Professor of English
- Barbee Myers Oakes (1989)
BS, MA, Wake Forest; PhD, Tennessee
Assistant Professor of Health and Sport Science
- Juan Orbe (1987)
Universidad Nacional de La Plata (Argentina); MA, PhD, Michigan State
Assistant Professor of Romance Languages (Spanish)
- Jane F. Ordovensky (1992)
BS, Delaware; MA, PhD, Duke
Visiting Assistant Professor of Economics
- Gillian Rose Overing (1979)
BA, Lancaster (England); MA, PhD, SUNY (Buffalo)
Associate Professor of English
- Karen L. Oxendine (1986)
BS, Wayne State; MEd, UNC-Greensboro
Adjunct Instructor in Speech Communication (Part-time)
- Anthony S. Parent Jr. (1989)
BA, Loyola; MA, PhD, California (Los Angeles)
Assistant Professor of History (Leave, Fall 1992)
- Perry L. Patterson (1986)
BA, Indiana; MA, PhD, Northwestern
Associate Professor of Economics and Lecturer in Russian
- Darwin R. Payne (1984)
BS, MFA, Southern Illinois
Adjunct Professor of Theater (Part-time)
- Willie Pearson Jr. (1980)
BA, Wiley; MA, Atlanta; PhD, Southern Illinois (Carbondale)
Professor of Sociology
- William M. Pedersen (1992)
BS, U.S. Military Academy
Assistant Professor of Military Science

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| Mary L. B. Pendergraft (1988)
BA, PhD, UNC-Chapel Hill | <i>Assistant Professor of Classical Languages</i> |
| Philip J. Perricone (1967)
BS, MA, Florida; PhD, Kentucky | <i>Professor of Sociology</i> |
| Elizabeth A. Petrino (1991)
BA, SUNY (Buffalo); MA, PhD, Cornell | <i>Assistant Professor of English</i> |
| Thomas G. Peyser (1992)
AB, Harvard; MA, PhD, Virginia | <i>Visiting Assistant Professor of English</i> |
| Terisio Pignatti (1971)
PhD, Padua | <i>Reynolds Professor of Art History (Venice)</i>
(Department of Art, Part-time) |
| Robert J. Plemmons (1990)
BS, Wake Forest; PhD, Auburn | <i>Reynolds Professor of Mathematics
and Computer Science</i> |
| Alton B. Pollard III (1988)
BA, Fisk; MDiv Harvard; PhD, Duke | <i>Associate Professor of Religion</i> |
| James T. Powell (1988)
BA, Emory; M Phil, MA, PhD, Yale | <i>Assistant Professor of Classical Languages</i> |
| Gregory D. Pritchard (1968)
BA, Oklahoma Baptist; BD, Southern
Baptist Theo. Seminary; PhD, Columbia | <i>Professor of Philosophy</i> |
| Martin R. Province (1982)
BA, Wake Forest; MM, Colorado | <i>Assistant Director of Instrumental Ensembles</i>
(Department of Music) |
| Doug Pryor (1992)
BS, MA, Northern Arizona (Flagstaff) | <i>Instructor in Sociology</i> |
| Jerry Pubantz (1992)
BSFS, Georgetown (School of
Foreign Service); MA, PhD, Duke | <i>Visiting Professor of Politics</i>
(Part-time, Spring 1993) |
| Teresa Radomski (1977)
BM, Eastman; MM, Colorado | <i>Assistant Professor of Music</i>
(Leave, 1992-93) |
| Bill B. Raines (1989)
BA, Valdosta State; MA, Utah | <i>Instructor in Romance Languages</i>
(Spanish) |
| Mary Lynn B. Redmond (1989)
BA, EdD, UNC-Greensboro;
MEd, UNC-Chapel Hill | <i>Assistant Professor of Education</i> |
| J. Don Reeves (1967)
BA, Mercer; BD, ThM, Southern Baptist
Theo. Seminary; EdD, Columbia | <i>Professor of Education</i> |
| W. Jack Rejeski Jr. (1978)
BS, Norwich; MA, PhD, Connecticut | <i>Professor of Health and Sport Science;
Adjunct Professor of Psychology</i> |
| Paul M. Ribisl (1973)
BS, Pittsburgh; MA, Kent State; PhD, Illinois | <i>Professor of Health and Sport Science</i> |

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- Stephen H. Richardson (1963) *Adjunct Professor of Biology*
BA, California; MS, PhD, Southern California
- Charles L. Richman (1968) *Professor of Psychology*
BA, Virginia; MA, Yeshiva; PhD, Cincinnati
- Leonard P. Roberge (1974) *Associate Professor of Education*
BA, New Hampshire; MA, Atlanta; EdD, Maine
- Stephen B. Robinson (1991) *Assistant Professor of Mathematics*
BA, PhD, California (Santa Cruz)
- Eva Marie Rodtwitt (1966) *Lecturer in Romance Languages*
Cand Philol, Oslo (Norway) (French)
- Randall G. Rogan (1990) *Assistant Professor of Speech Communication*
BA, St. John Fisher College;
MS, PhD, Michigan State
- Peter Santago (1989) *Adjunct Assistant Professor of Physics*
BS, Virginia Poly. Inst. and SU;
PhD, North Carolina State
- Jennifer Sault (1984) *Instructor in Romance Languages*
BA, Wake Forest; MFA, UNC-Greensboro (Italian, Part-time)
- William E. Schmickle (1993) *Visiting Associate Professor of Politics*
BA, Davidson; MA, PhD, Duke;
MLitt., Glasgow (Scotland) (Part-time, Spring 1993)
- Donald O. Schoonmaker (1965) *Professor of Politics*
BA, Wake Forest; MA, PhD, Princeton
- Marianne A. Schubert (1977) *Adjunct Assistant Professor of Psychology*
BA, Dayton; and *Lecturer in Education*
MA, PhD, Southern Illinois (Part-time)
- Katie Scott (1985) *Assistant Lecturer in Art History (London)*
BA Hons., London (Department of Art; Part-time)
- Richard D. Sears (1964) *Professor of Politics*
BA, Clark; MA, PhD, Indiana (London, Spring 1993)
- Timothy F. Sellner (1970) *Professor of German*
BA, Michigan; MA, Wayne State;
PhD, Michigan
- Catherine E. Seta (1987) *Visiting Assistant Professor of Psychology*
BA, MA, PhD, UNC-Greensboro
- Mark S. Sexton (1992) *Visiting Assistant Professor of English*
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill
- Dudley Shapere (1984) *Reynolds Professor of Philosophy and*
BA, MA, PhD, Harvard *History of Science*
- Bynum G. Shaw (1965) *Professor of Journalism*
BA, Wake Forest (Department of English)

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|---|---|
| Kurt C. Shaw (1987)
AB, Missouri; MA, PhD, Kansas | <i>Assistant Professor of German and Russian</i> |
| Walter W. Shaw (1987)
BA, Berea; MA, Georgia | <i>Instructor in Romance Languages
(Spanish)</i> |
| Howard W. Shields (1958)
BS, UNC-Chapel Hill; MS,
Pennsylvania State; PhD, Duke | <i>Professor of Physics</i> |
| Carol A. Shively (1988)
BA, Hiram; MA, PhD, California (Davis) | <i>Adjunct Assistant Professor of Psychology
(Part-time)</i> |
| Robert N. Shorter (1958)
BA, Union; MA, PhD, Duke | <i>Professor of English</i> |
| Gale Sigal (1987)
BA, City College (New York); MA, Fordham;
PhD, CUNY (Graduate Center) | <i>Associate Professor of English</i> |
| Wayne L. Silver (1985)
BA, Pennsylvania; PhD, Florida State | <i>Associate Professor of Biology
(Leave, Fall 1992)</i> |
| Michael L. Sinclair (1968)
BA, Wake Forest; AM, PhD, Stanford | <i>Professor of History</i> |
| Alison T. Smith (1990)
BA, Wake Forest; MA, UNC-Chapel Hill | <i>Instructor in Romance Languages
(French)</i> |
| J. Howell Smith (1965)
BA, Baylor; MA, Tulane; PhD, Wisconsin | <i>Professor of History
(London, Fall 1992)</i> |
| Kathleen B. Smith (1981)
BA, Baldwin-Wallace; MA, PhD, Purdue | <i>Associate Professor of Politics
(Leave, Spring 1993)</i> |
| Wesley E. Snyder (1990)
BS, North Carolina State; MS, PhD, Illinois | <i>Professor of Computer Science</i> |
| Margaret Supplee Smith (1979)
BS, Missouri; MA, Case Western Reserve;
PhD, Brown | <i>Professor of Art</i> |
| Cecilia H. Solano (1977)
BA, Harvard; MA, PhD, Johns Hopkins | <i>Associate Professor of Psychology</i> |
| Loraine Moses Stewart (1991)
BA, MA, North Carolina Central;
EdD, UNC-Greensboro | <i>Assistant Professor of Education</i> |
| DeLeon E. Stokes (1982)
BA, Duke; MBA, Michigan; | <i>Lecturer in Accounting
(School of Business and Accountancy)</i> |
| David H. Stroupe (1990)
BS, Wake Forest; MA, UNC-Chapel Hill | <i>Instructor in Health and Sport Science</i> |
| Anna-Vera Sullam (1972)
BA, Padua | <i>Instructor in Romance Languages
(Italian; Part-time, Venice)</i> |

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- Charles H. Talbert (1963) *Wake Forest Professor of Religion*
 BA, Howard; BD, Southern Baptist
 Theo. Seminary; PhD, Vanderbilt
- Ian M. Taplin (1985) *Assistant Professor of Sociology*
 The College of Architecture, Oxford (England);
 BA, York (England); MPhil, Leicester
 (England); PhD, Brown
- Thomas C. Taylor (1971) *Hylton Professor of Accountancy*
 BS, MA, UNC-Chapel Hill;
 PhD, Louisiana State
 (School of Business and Accountancy)
 (Leave, Spring 1993)
- Harold C. Tedford (1965) *Professor of Theater*
 BA, Ouachita; MA, Arkansas;
 PhD, Louisiana State
- Stanton K. Tefft (1964) *Professor of Anthropology*
 BA, Michigan State; MS, Wisconsin;
 PhD, Minnesota
- Claudia Newel Thomas (1986) *Associate Professor of English*
 BA, Notre Dame; MA, Virginia;
 PhD, Brandeis
- Olive S. Thomas (1978) *Lecturer in Accounting*
 BS, Wake Forest; MBA,
 UNC-Greensboro
 (School of Business and Accountancy)
 (Part-time)
- Stan J. Thomas (1983) *Associate Professor of Computer Science*
 BS, Davidson; PhD, Vanderbilt
- C. Michael Thompson (1991) *Lecturer in Business*
 BA, JD, UNC-Chapel Hill
 (School of Business and Accountancy)
- Harry B. Titus Jr. (1981) *Associate Professor of Art*
 BA, Wisconsin (Milwaukee); MFA,
 PhD, Princeton
- Patricia W. Toole (1990) *Lecturer in Theater*
 AB, Smith; MA, Wake Forest
 (Part-time)
- Todd C. Torgersen (1989) *Dana Faculty Fellow and Assistant*
 BS, MS, Syracuse; PhD, Delaware
Professor of Computer Science
- Ralph B. Tower (1980) *Professor of Accounting*
 BA, PhD, UNC-Chapel Hill;
 MBA, Cornell
 (School of Business and Accountancy)
- Florence Toy (1988) *Instructor in Romance Languages*
 BA, Lenoir-Rhyne; MA, Michigan
 (French; Spring 1993)
- George William Trautwein (1983) *Director of Instrumental Ensembles*
 BMus, Oberlin; MMus, Cleveland
 Institute; MusD, Indiana
 (Department of Music)
- Robert W. Ulery Jr. (1971) *Professor of Classical Languages*
 BA, MA, PhD, Yale

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|---|---|
| Robert L. Utley Jr. (1978)
BA, Wake Forest; MA, PhD, Duke | <i>Associate Professor of Humanities</i> |
| Antonio Carlo Vitti (1986)
BA, MA, Wayne State;
PhD, Michigan | <i>Dana Faculty Fellow and Associate
Professor of Romance Languages
(Italian)</i> |
| Marcellus E. Waddill (1962)
BA, Hampden-Sydney; MA, PhD, Pittsburgh | <i>Professor of Mathematics</i> |
| Kenneth M. Walker (1992)
BS, Chaminade University of Honolulu;
MA, Central Michigan | <i>Professor of Military Science</i> |
| C. Anne Wallen (1989)
BS, UNC-Greensboro; PhD, Rochester | <i>Adjunct Associate Professor of Physics</i> |
| Sarah L. Watts (1987)
BA, Oklahoma College of Liberal Arts;
MA, PhD, Oklahoma | <i>Associate Professor of History</i> |
| Mary R. Wayne (1980)
BFA, Pennsylvania State; MFA, Ohio State | <i>Lecturer in Theater
(Part-time)</i> |
| David S. Weaver (1977)
BA, MA, Arizona; PhD, New Mexico | <i>Professor of Anthropology</i> |
| Peter D. Weigl (1968)
BA, Williams; PhD, Duke | <i>Professor of Biology</i> |
| Kari Weil (1985)
BA, Cornell; MA, PhD, Princeton | <i>Associate Professor of Romance Languages
(French; Leave, 1992-93)</i> |
| David P. Weinstein (1989)
BA, Colorado College; MA, Connecticut;
PhD, Johns Hopkins | <i>Assistant Professor of Politics</i> |
| Mark E. Welker (1987)
BS, UNC-Chapel Hill; PhD, Florida State | <i>Associate Professor of Chemistry</i> |
| Byron R. Wells (1981)
BA, MA, Georgia; PhD, Columbia | <i>Associate Professor of Romance Languages
(French)</i> |
| Larry E. West (1969)
BA, Berea; PhD, Vanderbilt | <i>Professor of German</i> |
| Robert M. Whaples (1991)
BA, Maryland; PhD, Pennsylvania | <i>Assistant Professor of Economics</i> |
| M. Stanley Whitley (1990)
BA, Wake Forest; MA, PhD, Cornell | <i>Associate Professor of Romance Languages
(Spanish)</i> |
| Ulrike Wiethaus (1991)
Colloquium at Kirchliche Hochschule
(Berlin, Germany); MA, PhD, Temple | <i>Assistant Professor of Religion</i> |
| Jack E. Wilkerson Jr. (1989)
BS, Bob Jones University;
PhD, Texas | <i>Associate Professor of Accounting
(School of Business and Accountancy)</i> |

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- Alan J. Williams (1974) *Professor of History*
BA, Stanford; PhD, Yale
- George P. Williams Jr. (1958) *Professor of Physics*
BS, Richmond; MS, PhD, UNC-Chapel Hill
- John E. Williams (1959) *Wake Forest Professor of Psychology*
BA, Richmond; MA, PhD, Iowa
- Richard T. Williams (1985) *Reynolds Professor of Physics*
BS, Wake Forest; MA, PhD, Princeton
- Frank M. Williamson (1989) *Assistant Professor of Military Science*
BA, Newberry; MEd, South Carolina
- David C. Wilson (1984, 1987) *Instructor in Mathematics*
BS, Wake Forest; MAT, Emory
(Part-time)
- Edwin Graves Wilson (1946, 1951) *Professor of English*
BA, Wake Forest; AM, PhD, Harvard
- Donald H. Wolfe (1968) *Professor of Theater*
BS, MS, Southern Illinois; PhD, Cornell
- Frank B. Wood (1971) *Adjunct Associate Professor of Psychology*
BA, MA, Wake Forest; MDiv, South-
eastern Baptist Theo. Seminary; PhD, Duke
(Part-time)
- John H. Wood (1985) *Reynolds Professor of Economics*
BS, Ohio; MA, Michigan State; PhD, Purdue
- Ralph C. Wood Jr. (1971) *Easley Professor of Religion*
BA, MA, East Texas State; MA, PhD, Chicago
- J. Ned Woodall (1969) *Professor of Anthropology*
BA, MA, Texas; PhD, Southern Methodist
- Beverly Wright (1989) *Associate Professor of Sociology*
BA, Grambling State; MA, PhD, SUNY (Buffalo)
(Leave, 1992-93)
- Richard L. Zuber (1962) *Professor of History*
BS, Appalachian; MA, Emory; PhD, Duke
- Margaret D. Zulick (1991) *Instructor in Speech Communication*
BM, Westminster Choir College;
MA, Earlham School of Religion;
MTS, Garrett-Evangelical Theo. Seminary

Emeriti

Dates following names indicate period of service.

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|---|---|
| Charles M. Allen (1941-1989)
BS, MS, Wake Forest; PhD, Duke | <i>Professor Emeritus of Biology</i> |
| John William Angell (1955-1990)
BA, Wake Forest; STM, Andover Newton;
ThM, PhD, Southern Baptist Theo. Seminary | <i>Easley Professor Emeritus of Religion</i> |
| Bianca Artom (1975-1990) | <i>Lecturer Emerita in Romance Languages</i> |
| Harold M. Barrow (1948-1977)
BA, Westminster; MA, Missouri; PED, Indiana | <i>Professor Emeritus of Physical Education</i> |
| Merrill G. Berthrong (1964-1989)
BA, Tufts; MA, Fletcher; PhD, Pennsylvania | <i>Director of Libraries Emeritus</i> |
| Russell H. Brantley Jr. (1953-1987)
BA, Wake Forest | <i>Director Emeritus of Communication</i> |
| Germaine Brée (1973-1985)
Licence, EES, Agregation, Paris; LittD, Smith,
Mount Holyoke, Alleghany, Duke, Oberlin,
Dickinson, Rutgers, Wake Forest, Brown,
Wisconsin (Milwaukee), New York, Massachusetts,
Kalamazoo, Washington (St. Louis), University of the
South, Boston, Wisconsin (Madison); LHD, Wilson,
Colby, Michigan, Davis and Elkins; LLD, Middlebury | <i>Kenan Professor Emerita of Humanities</i> |
| George McLeod Bryan (1956-1987)
BA, MA, Wake Forest; BD, PhD, Yale | <i>Professor Emeritus of Religion</i> |
| Shasta M. Bryant (1966-1987)
BA, MA, PhD, UNC-Chapel Hill | <i>Professor Emeritus of Romance Languages</i> |
| Ruth F. Campbell (1962-1974)
BA, UNC-Greensboro;
MA, UNC-Chapel Hill; PhD, Duke | <i>Professor Emerita of Spanish</i> |
| Robert L. Carlson (1969-1987)
BS, Massachusetts Institute of Technology;
MBA, PhD, Stanford | <i>Professor Emeritus of Management</i> |
| Dorothy Casey (1949-1988)
BS, UNC-Greensboro;
MA, UNC-Chapel Hill | <i>Associate Professor Emerita of Health
and Sports Science</i> |
| Cyclone Covey (1968-1988)
BA, PhD, Stanford | <i>Professor Emeritus of History</i> |
| Marjorie Crisp (1947-1977)
BS, Appalachian; MA, George Peabody | <i>Associate Professor Emerita
of Physical Education</i> |
| Hugh William Divine (1954-1979)
BS, Georgia; MA, Louisiana State;
JD, Emory; LLM, SJD, Michigan | <i>Professor Emeritus of Law</i> |

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- Robert Allen Dyer (1956-1983) *Professor Emeritus of Religion*
 BA, Louisiana State;
 ThM, PhD, Southern Baptist Theo. Seminary
- Walter S. Flory (1963-1980) *Babcock Professor Emeritus of Biology*
 BA, Bridgewater; MA, PhD, Virginia;
 ScD, Bridgewater
- Ralph S. Fraser (1962-1988) *Professor Emeritus of German*
 BA, Boston University; MA, Syracuse;
 PhD, Illinois
- Caroline Sandlin Fullerton (1969-1990) *Lecturer Emerita in SCTA*
 BA, Rollins; MFA, Texas Christian
 (Theater Arts)
- Ivey C. Gentry (1949-1989) *Professor Emeritus of Mathematics*
 BS, Wake Forest; BS, New York;
 MA, PhD, Duke
- Christopher Giles (1951-1988) *Associate Professor Emeritus of Music*
 BS, Florida Southern; MA, George Peabody
- Balkrishna G. Gokhale (1960-1990) *Professor Emeritus of History*
 BA, MA, PhD, Bombay
and Asian Studies
- Thomas F. Gossett (1967-1987) *Professor Emeritus of English*
 BA, MA, Southern Methodist; PhD, Minnesota
- George J. Griffin (1948-1981) *Professor Emeritus of Religion*
 BA, Wake Forest; ThB, Southern Baptist
 Theo. Seminary; BD, Yale; PhD, Edinburgh
- Paul M. Gross Jr. (1959-1987) *Professor Emeritus of Chemistry*
 BS, Duke; PhD, Brown
- William H. Gulley (1966-1987) *Professor Emeritus of Sociology*
 BA, MA, PhD, UNC-Chapel Hill
- Emmett Willard Hamrick (1952-1988) *Albritton Professor Emeritus of Religion*
 BA, UNC-Chapel Hill; PhD, Duke
- Carl V. Harris (1956-1989) *Professor Emeritus of Classical Languages*
 BA, Wake Forest; BD, STM, Yale;
 PhD, Duke
- Lucille S. Harris (1957-1991) *Instructor Emerita in Music*
 BA, BM, Meredith
- Delmer P. Hylton (1949-1991) *Professor Emeritus of Accounting*
 BS, MBA, Indiana
 (School of Business and Accountancy)
- Lois Johnson (1942-1962) *Dean of Women Emerita*
 BA, Meredith; MA, UNC-Chapel Hill
- Alonzo W. Kenion (1956-1983) *Professor Emeritus of English*
 BA, MA, PhD, Duke
- Harry L. King Jr. (1960-1981) *Professor Emeritus of Romance Languages*
 BA, Richmond; MA, PhD,
 UNC-Chapel Hill

- Robert E. Lee (1946-1977)
BS, LLD, Wake Forest;
MA, Columbia; LLM, SJD, Duke
*Professor Emeritus of Law and
Dean Emeritus of the School of Law*
- Harry B. Miller (1947-1983)
BS, PhD, UNC-Chapel Hill
Professor Emeritus of Chemistry
- Carlton T. Mitchell (1961-1991)
BA, Wake Forest; BD, Yale; STM,
Union Theo. Seminary; PhD, New York
Professor Emeritus of Religion
- Carl C. Moses (1964-1991)
AB, William and Mary; MA, PhD,
UNC-Chapel Hill
Professor Emeritus of Politics
- John W. Nowell (1945-1987)
BS, Wake Forest; PhD, UNC-Chapel Hill
Professor Emeritus of Chemistry
- James C. O'Flaherty (1947-1984)
BA, Georgetown; MA, Kentucky; PhD, Chicago
Professor Emeritus of German
- A. Thomas Olive (1961-1988)
BS, Wake Forest; MS, PhD,
North Carolina State
Associate Professor Emeritus of Biology
- F. Jeanne Owen (1956-1991)
BS, UNC-Greensboro;
MCS, Indiana; JD, UNC-Chapel Hill
*Professor Emerita of Business Law
(School of Business and Accountancy)*
- John E. Parker Jr. (1950-1987)
BA, Wake Forest; MA, PhD, Syracuse
*Professor Emeritus of Education
and Romance Languages*
- Clarence H. Patrick (1946-1978)
BA, Wake Forest; BD, Andover Newton;
PhD, Duke
Professor Emeritus of Sociology
- Percival Perry (1939, 1947-1987)
BA, Wake Forest; MA, Rutgers; PhD, Duke
Professor Emeritus of History
- Elizabeth Phillips (1957-1989)
BA, UNC-Greensboro; MA, Iowa;
PhD, Pennsylvania
Professor Emerita of English
- Lee Harris Potter (1965-1989)
BA, MA, PhD, UNC-Chapel Hill
Professor Emeritus of English
- Herman J. Preseren (1953-1983)
BS, California State (Pennsylvania);
MA, Columbia; PhD, UNC-Chapel Hill
Professor Emeritus of Education
- Beulah L. Raynor (1946-1979)
BA, East Carolina; MA, Wake Forest
Associate Professor Emerita of English
- Mark H. Reece (1956-1988)
BS, Wake Forest
Dean of Students Emeritus
- C. H. Richards Jr. (1952-1985)
BA, Texas Christian; MA, PhD, Duke
Professor Emeritus of Politics

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|---|--|
| Mary Frances Robinson (1952-1989)
BA, Wilson; MA, PhD, Syracuse | <i>Professor Emerita of Romance Languages</i> |
| Paul S. Robinson (1952-1977)
BA, Westminster; BM, Curtis;
MSM, DSM, Union Seminary | <i>Professor Emeritus of Music</i> |
| Wilmer D. Sanders (1954, 1964-1992)
BA, Muhlenberg; MA, PhD, Indiana | <i>Professor Emeritus of German</i> |
| John W. Sawyer (1956-1988)
BA, MA, Wake Forest; MA, PhD, Missouri | <i>Professor Emeritus of Mathematics
and Computer Science</i> |
| James Ralph Scales (1967-1983; 1984-1988)
BA, Oklahoma Baptist; MA, PhD, Oklahoma;
LittD, Northern Michigan, Belmont Abbey;
LLD, Alderson-Broadbush; LLD, Duke | <i>President Emeritus and
Worrell Professor Emeritus of
Anglo-American Studies</i> |
| Ben M. Seelbinder (1959-1988)
BA, Mississippi Delta State;
MA, PhD, UNC-Chapel Hill | <i>Professor Emeritus of Mathematics</i> |
| Richard L. Shoemaker (1950-1982)
BA, Colgate; MA, Syracuse;
PhD, Virginia | <i>Professor Emeritus of Romance Languages</i> |
| David L. Smiley (1950-1991)
BA, MA, Baylor; PhD, Wisconsin | <i>Professor Emeritus of History</i> |
| Blanche C. Speer (1972-1984)
BA, Howard Payne; MA, PhD, Colorado | <i>Associate Professor Emerita of Linguistics</i> |
| Henry Smith Stroupe (1937-1984)
BS, MA, Wake Forest; PhD, Duke | <i>Professor Emeritus of History</i> |
| Anne S. Tillett (1956-1986)
BA, Carson-Newman; MA, Vanderbilt;
PhD, Northwestern | <i>Professor Emerita of Romance Languages</i> |
| J. Van Wagstaff (1964-1992)
BA, Randolph-Macon; MBA, Rutgers;
PhD, Virginia | <i>Professor Emeritus of Economics</i> |
| Raymond L. Wyatt (1956-1992)
BS, Wake Forest; MA, PhD, UNC-Chapel Hill | <i>Professor Emeritus of Biology</i> |
| W. Buck Yearns Jr. (1945-1988)
BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill | <i>Professor Emeritus of History</i> |

The Committees of the Faculty

September 1, 1993

The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chair except where the chair is designated.

Executive Committees

The Committee on Academic Affairs

Non-voting. Dean of student services, associate deans of the College, and one undergraduate student. *Voting.* Dean of the College; 1996 Robert A. Browne, John C. Moorhouse; 1995 Nina S. Allen, John A. Carter Jr.; 1994 John E. Collins, Dolly A. McPherson; and one undergraduate student.

The Committee on Admissions

Non-voting. Director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 1996 Patricia M. Cunningham, David K. Evans; 1995 Win-chiat Lee, Barbee M. Oakes; 1994 Michael J. Berry, David W. Catron; and one undergraduate student.

The Committee on Scholarships and Student Aid

Non-voting. One undergraduate student. *Voting.* Dean of the College, director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College; 1996 Bernadine Barnes, Philippe Falkenberg; 1995 Robert H. Evans, Gale Sigal; 1994 Barry G. Maine, Alton B. Pollard; and one undergraduate student.

The Committee on Curriculum

Voting. Provost, dean of the College, dean of the School of Business and Accountancy, registrar, and the chairs of each department of the College as follows: *Division I.* Art, Classical Languages, English, German and Russian, Music, Romance Languages, Theater. *Division II.* Biology, Chemistry, Health and Sport Science, Mathematics and Computer Science, Physics. *Division III.* Education, History, Military Science, Philosophy, Religion. *Division IV.* Anthropology, Economics, Politics, Psychology, Sociology, Speech Communication. (The School of Business and Accountancy is included in Division IV.)

Advisory Committees

The Committee on Academic Planning

Non-voting. Provost, dean of the School of Business and Accountancy, and one undergraduate student. *Voting.* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 1997 Terry D. Blumenthal, Ralph C. Wood Jr.; 1996 David B. Levy, Herman E. Eure; 1995 Ian M. Taplin, TBA; 1994 Roger A. Hegstrom, Milorad R. Margitić.

The Committee on Athletics

Non-voting. Director of athletics. *Voting.* Vice president for financial resource management and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; and 1998 Anne Boyle, Alan J. Williams; 1997 Robert C. Beck, Susan H. Borwick; 1996 Eddie V. Easley, Sarah L. Watts; 1995 Ronald V. Dimock, Howard W. Shields; 1994 Robert Knott, Ronald E. Nofle.

The Committee on Institutional Planning

Non-voting. Provost, vice president for financial resource management and treasurer, vice president for administration and planning, and one undergraduate student. *Voting.* Dean of the College, dean of the School of Business and Accountancy, one undergraduate student; and 1997 Ralph C. Kennedy, David P. Weinstein; 1996 Harold C. Tedford, Mark E. Welker; 1995 Marcus B. Hester, Beverly Wright, Dale R. Martin; 1994 James Kuzmanovich, Robert W. Ulery Jr.

The Committee on Nominations

Voting. 1996 Robert Knott, Teresa Radomski; 1995 Elmer K. Hayashi, Timothy F. Sellner, Jack Wilkerson; 1994 Gillian R. Overing, Charles H. Talbert.

The Committee on Library Planning

Non-voting. Provost, dean of the Graduate School, one faculty representative from the Committee on Academic Planning, and one undergraduate student. *Voting.* One faculty representative from each academic department of the College, dean of the College, one faculty representative from the School of Business and Accountancy, the director of the Z. Smith Reynolds Library, and one undergraduate student.

Special Committees

The Committee on Publications

Voting. Dean of the College, vice president for financial resource management and treasurer, university editor, three faculty advisers of *Old Gold and Black*, *The Student*, and the *Howler*; and 1996 W. Dillon Johnston; 1995 Claudia N. Thomas; 1994 Andrew V. Ettin.

The Committee for Teacher Education

Voting. Dean of the College, dean of the Graduate School, chair of the Department of Education; and 1996 Sarah Barbour, Allin Cottrell; 1995 Charles F. Jackels, Michael L. Hughes; 1994 David L. Faber, Stephen P. Messier.

The Committee on Honors

Non-voting. One student from the College. *Voting.* Dean of the College, the coordinator of the Honors Program, one student from the College, and 1997 Peter Kairoff; 1996 Anthony S. Parent; 1995 George E. Matthews Jr.; 1994 Perry L. Patterson.

The Committee of Lower Division Advisers

Dean of the College, chair of the lower division advisers, and members of the faculty who are appointed as advisers to the Lower Division.

The Committee on Orientation

Dean of the College, chair of the lower division advisers, who shall serve as chair, dean of student services, a designated member of the administrative staff, president of the Student Government or a representative, and other persons from the administration and student body whom the chair shall invite to serve.

The Committee on Records and Information

Non-voting. Registrar. *Voting.* Dean of the College, archivist, who shall be secretary, vice-chair of the faculty, secretary of the faculty, and 1996 Marcellus E. Waddill; 1995 Paul R. Anderson; 1994 Todd Torgersen.

The Committee on Open Curriculum

Dean of the College, 1997 Cecilia H. Solano, Brian L. Gorelick; 1996 Dilip K. Kondepudi, Linda N. Nielsen; 1995 Antonio Vitti, John C. Moorhouse; 1994 John V. Baxley, Robert H. Evans.

The Committee for the AROTC

Voting. Dean of the College, AROTC coordinator, professor of military science; and 1996 Allan D. Loudon; 1995 James F. Curran; 1994 William L. Hottinger.

Joint Faculty/Administration Committees

The Joint Admissions Committee

Dean of the College, director of admissions and financial aid, provost, and three faculty members of the Committee on Admissions.

The Judicial Council

Administration. 1996 Kenneth A. Zick; 1995 Patricia Johansson. *Alternate.* 1995 Toby A. Hale. *Faculty.* 1998 Katy Harriger; 1997 Mary L. Friedman; 1996 Fred L. Horton Jr.; 1995 Candelas Newton; 1994 Stewart Carter. *Alternate.* 1994 Leonard Roberge; 1997 M. Stanley Whitley; two students from the College and one student alternate.

The Committee on Student Life

Dean of the College or his designate, dean of student services, a designated member of the administration; 1996 Jack E. Wilkerson Jr.; 1995 Ronald V. Dimock; 1994 Stephen B. Boyd; and three undergraduate students.

Other Faculty Assignments

Faculty Advisers to the Honor Council

1996 TBA; 1995 James T. Powell; 1994 Doug Bland.

Faculty Advisers to the Student Judicial Board

1996 TBA; 1995 John H. Litcher; 1994 Richard Barnett.

Faculty Marshals

John V. Baxley, Richard D. Carmichael,
Barbee M. Oakes, Catherine T. Harris

University Senate

President, provost, treasurer, the deans of the several schools, the associate dean of the Bowman Gray School of Medicine, the director of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and the following:

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